R E P O R T R E S U M E S

ED 012 020 AL 000 446

HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMMED INSTRUCTION, STUDENT WORKBOOK.

BY- VALDMAN, ALBERT AND OTHERS
INDIANA UNIV., BLOOMINGTON

REPORT NUMBER BR-5-1300-1 PUB DATE 67
CONTRACT OEC-5-14-064
EDRS PRICE MF-$.50 HC-$5.16 129P.

DESCRIPTORS- *HAITIAN CREOLE, *LANGUAGE INSTRUCTION, *AUDIOLINGUAL METHODS, *PROGRAMED TEXTS, CONTRASTIVE LINGUISTICS, WORKBOOKS, BLOOMINGTON, FRENCH CREOLE, FAUBLAS PRESSOIR ORTHOGRAPHY

THIS STUDENT WORKBOOK IS DESIGNED TO HELP THE STUDENT PACE HIS PROGRESS THROUGH THE TAPES OF THE SELF-INSTRUCTIONAL HAITIAN CREOLE BASIC COURSE. THE FOREWORD TO THE WORKBOOK INTRODUCES GOALS AND METHODS AND EXPLAINS THE GENERAL ORGANIZATION OF THE COURSE. THE ACTUAL PRESENTATION AND DRILL OF NEW MATERIAL TAKES PLACE ON THE TAPES WHILE THE CORRESPONDING CHAPTER IN THE WORKBOOK GUIDES THE STUDENT WITH (1) KEYS TO TAPED PRONUNCIATION EXERCISES, (2) FURTHER STATEMENTS ABOUT GRAMMAR AND PHONOLOGY, (3) SHORT NOTES ON CULTURAL USAGE RELEVANT TO MATERIAL PRESENTED ON THE TAPES, (4) WRITTEN EXERCISES AND KEYS TO THE EXERCISES, AND (5) CUMULATIVE VOCABULARY LISTS. ALTHOUGH THE COURSE IS PRIMARILY AUDIOLINGUAL, THE WORKBOOK PROVIDES PRACTICE IN READING AND WRITING USING A MODIFIED FAUBLAS-PRESSOIR ORTHOGRAPHY. THERE IS A TAPE SCRIPT OF THE MATERIAL ON THE TAPES AVAILABLE FOR REFERENCE. (JD)

ED012020

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HAITIAN CREOLE RESEARCH PROJECT STAFF

Director and Principal Investigator:
Albert Valdman
Professor of Linguistics and French and Italian
Chairman, Department of Linguistics
Indiana University

Consultant:
Pradel Pompilus
Professor of Linguistics
Ecole Normale Supérieure, Université de Port-au-Prince
Port-au-Prince, Haiti

Research Assistants:
Mary Ballarino
Department of Linguistics
Indiana University

Michelson P. Hyppolite
Department of Linguistics
Indiana University
formerly, Director of the Musée du Peuple Haitien
Port-au-Prince, Haiti

Informant:
Windsor Joseph
Department of Linguistics
Indiana University

Administrative and Secretarial Assistant:
Merle Suttmeier
Department of Linguistics
Indiana University

Foreword

This Programmed Introduction to Haitian Creole Basic Course is designed to help you acquire the most important features of the Grammar of Haitian Creole and a small basic vocabulary which will enbale you to "get around" in Haiti. It will also lead you to pronounce Creole with reasonable accuracy, that is, accurately enough so that Haitians who speak Creole will understand you and will not be too uncomfortable--or amused--when you speak their language.

This course is "programmed" in that the elements of Creole are introduced step-by-step and an effort has been made to give you some means of checking on the accuracy of your pronunciation and the correctness of the responses you are asked to make. The course is designed for self-instruction, so that you should be able to work on your own prior to your trip to Haiti. When you arrive in that country, you will be prepared to use the language in limited but frequently occurring situations: identifying yourself, greeting people, asking for direction, and even ordering food. Most importantly, you will have a sound foundation on which to build up proficiency in Creole rapidly.

While Haitian Creole Basic Course aims primarily to help you acquire the ability to understand and speak Creole, it will also teach you to write and read the language. Despite recent efforts by religious missions and the government's community development program (ONEC), the amount of reading material available in Creole is still very limited. These available materials, for the most part, make use of a fairly standardized orthography called the Faublas-Pressoir or ONEC. To enable you to use this orthography and to read available printed materials when you arrive in Haiti, we have used a slightly modified version of the Faublas-Pressoir orthography. Our modifications are in the direction of greater uniformity in the representation of individual words and grammatical units which are pronounced differently by various speakers or by the same speaker in different circumstances. In addition to giving you access to the written word the written materials contained in this Programmed Introduction will help you acquire a more rapid and more accurate control of the spoken language. You must remember, however, that the symbols used to represent Creole, although they are the same as those used to represent English, have different sound values. Also in language, it is the spoken form which is primary and the written form which is derived. To understand Creole you will need to decode the noises that speakers make and not the signs that some of them make on paper.

This Programmed Introduction consists of a Workbook and a series of recorded tapes. The workbook contains (1) the keys to pronunciation exercises; (2) brief statements about Haitian Creole pronunciation and grammar; (3) short notes on cultural features relevant to the material presented; (4) written exercises; (5) vocabulary. Vocabulary lists are presented at the end of each of the six units and there is also a cumulative vocabulary appended at the end. The tapes contain dialogs and drill material, including comprehension exercises.

We gratefully acknowledge the kind assistance of numerous Haitian friends and colleagues. In particular we should like to thank Charles-Fernand Pressoir, who gave us advice and encouragement in the early stages of this project; the Fathers Yves and Paul Dejean, who made available to us recordings of Creole folk tales they had collected throughout Haiti; the Reverend Ormond McConnell, the author of the first working orthography for Creole, who discussed orthographical problems with us; M. Carrié Paultre, Administrative Secretary of the Joint Protestant Literacy Board in Haiti, who made available books and periodicals in Creole. Our contact with a variety of Creole speakers in Haiti was facilitated by the Organisation Nationale d'Education Communautaire (ONEC) through the kind auspices of its Administrative Director, M. Abelard Pierre-Louis and members of his staff, among whom we should like to single out particularly M. Edouard C. Paul, who, on several occasions, discussed problems of standardization as they affect orthographical conventions. Finally, we should like to thank Frantz Leroy and Jacques Lemaire, who served as companions during a trip from Port-au-Prince to Cap-Haïtien.

HAITIAN CREOLE BASIC COURSE

Student Workbook

Unit 1

Lesson 1 - DIALOG

Cultural Notes

These notes are provided whenever we meet words whose meaning can only be understood if we have some information about Haitian culture. The cultural notes should be read before you listen to the dialog.

Konpè and komè. The terms of address konpè and komè are widely used, especially in rural Haiti, informally to indicate friendship and also more respectfully or formally with a surname or other name to indicate deference. However, it is wise for a newcomer to Haiti to use this form of address with caution, especially in an urban community. It becomes very clear why this is true when one examines the religious context from which the informal terms konpè and komè have been derived.

In a baptismal ceremony in the Catholic Church the godparents of the child are referred to as konpè and komè. With this title the godparents assume the responsibility of caring for the child in case of the parents' death or any emergency. Also, in the Haitian wedding ceremony in the Catholic Church, the best man and the maid of honor are referred to as konpè and komè. For Epiphany and in many Vodou ceremonies these terms have special religious significance.

Thus, then, from these very specific religious contexts, Haitians have come to use these terms more informally also.

Test

Listen to the following conversation between two Haitian friends, Mari Batis and Toma Loui, who meet in downtown Port-au-Prince. After each sentence in English (reproduced below), supply the Creole equivalent.

1. She's not bad at all.

2. And Mari, what's new with her?

3. Are you fine?

4. He's all right.

5. Hello.

6. How are you?

7. What's new with bòs Alsé?

8. And yourself, how are you?

9. She's fine, too.

10. He's not bad at all.

Lesson 2 - GRAMMAR

The Grammar Section is designed to isolate basic grammatical features of Creole which you have encountered in the Dialog and to give you added practice in their use. The words used occur in the Dialog and, should you experience difficulty in understanding any Creole sentence you are asked to manipulate or transform, it means that your control of the material of the Dialog is imperfect. You should then go back to the Dialog section and work through it once more. You will find in your Workbook, in addition to space for written exercises and keys to these exercises, occasional brief comments on grammatical features isolated for discussion and drill.

Personal Pronouns

In Creole personal pronouns have only one form. For example, yo is used for "they", "them" as well as "theirs." The personal pronouns of Creole are as follows:

Singular	m	I	me	mine
	ou	you	you	yours
	li	he she it	him her	his hers its
Plural	nou	we	us	our
	ou	you	you	yours
	yo	they	them	theirs

Note that Creole, unlike English, does not distinguish masculine, feminine and neuter in the third person singular; li means "he", "she" or "it."

Uses of Pronouns

When a pronoun precedes a predicator, it functions as subject.

When a pronoun follows a predicator, it functions as object.

When it follows a noun, a pronoun functions as possessive adjective.

Lesson 3 - PRONUNCIATION

The Pronunciation Section is designed to train you to pronounce Creole with sufficient accuracy so that your pronunciation is not offensive to native ears. If you are a good mimic, you should be able to pronounce so well that Haitians whom you will meet will compliment you on the authentic quality of your Creole.

You will also be given practice in reading and writing Creole. Because it is not the official language of Haiti--as you know, only French is recognized in courts, administrative offices, schools--Creole is not used widely for the dissemination of information. However, more and more, books written in Creole are printed and you should be able to read them. We also believe that--at least for people so conditioned to the written word as we are--writing reinforces spoken language, and reading and writing Creole words and sentences whose sounds you can pronounce will give you additional opportunity for practice.

The spelling system we are using is nearly identical to the one employed by the Haitian government's community development program (ONEC: Office National d'Education Communautaire) and Protestant and Catholic literacy programs. It was less than twenty years ago that Creole was first provided with an orthography suitable to its sound system and grammatical structure. Previously a variety of schemes based on French were used and proved to be most inappropriate. The first widely used orthography was devised by Pastor McConnell, the pioneer in literacy work in Haiti, with the assistance of the American literacy expert Frank Laubach. The McConnell-Laubach orthography met with some resistance on the part of even those Haitian intellectuals who were firmly committed to raising the prestige of Creole and endowing it with an orthography. The objections stemmed mainly from the use of letters and diacritic signs foreign to French instead of some quite suitable letter combinations found in French for sounds which occur both in Creole and French. Also, the primers printed in the McConnell-Laubach orthography chose rural rather than urban forms for words with variable pronunciation. The orthography currently in use, often referred to as the Faublas-Pressoir orthography, does not differ substantially from the McConnell-Laubach scheme.

We have chosen the Faublas-Pressoir orthography but we have made several minor letter substitutions which we shall explain in due time. In addition, we have normalized the orthography, so that in general every Creole word is given a single spelling even when its pronunciation may vary from region to region or from speaker to speaker. This is a very important feature of the spelling systems of both English and French. Note that <u>tomato</u> is spelled this way whether we pronounce the second syllable so that it is like <u>may</u> or <u>ma</u>.

To produce an accurate Creole i, your lips should assume a smiling position before you begin to pronounce the syllable and you should keep this position during the pronunciation of the entire syllable. Practice Creole i by reading the following items.

ki sa Gabi famiy vis-la pitit

Write down the following words. Check your spelling against the key given on the right-hand side of the page, and read the word in its correct spelling aloud. Be sure to keep the key covered with a card until you have filled in the blank. After you have written each answer, slide the card down to reveal the item in the key.

	Key
M _ _ _	Mari
p _ _ _ _ _	pa pi mal
_ _ _ _ (-) _ _	klas-la
_ _ _ _ _ _	pa di sa
_ _ _ _ _ _ _	m la m la
_ _ _ _	ou la

Creole ou is produced with the lips rounded and slightly protruding. The lips should assume a rounded and tense position during the pronunciation of the entire syllable. Practice the following one-syllable words.

dou jou tou chou lou gout rouj moun douz

Now read the following items containing various combinations of i, a, and ou.

bakoulou	m ap di ou	ti moun-ou	y ap di ou
pitit-la	diri-la	initil	la di sa

Read the following items aloud.

li isit ou isit pitit-ou ou malad ou pa pi mal

Write down and pronounce the following items. Check your spelling, item by item, with the key on the right-hand side of the page. Be sure to mask the key with a card.

	Key
- - - - - - - - - - -	dis pitit
- - - - - - - - - - - - - - - - -	dis bakoulou
- - - - - - - - -	m ap di ou
- - - - - - - - - - -	ti moun-ni
- - - - - - - - - -	pitit-ou
- -	Mari ak pitit-li.

Lesson 4 - COMPREHENSION

Test

Supply the English equivalents for the following. The key appears on the right-hand side of your workbook. Remember to keep the English covered until after you have written your answer.

	Key
1._____	Thank God.
2._____	She's fine too.
3._____	They're getting along.
4._____	And how are your children?
5._____	I'm still getting along fine.
6._____	They're all right.
7._____	They're still getting along fine.
8._____	He (she) is growing up.
9._____	And how is komè Mari's child?
10._____	I'm fine, old man.
11._____	Goodbye.
12._____	Himself (herself).

VOCABULARY
Unit I

a	to, at, about, in, with
Alsé	Alsé
ap	(marker to indicate action or state is going on in the present)
babay	goodbye
ba	give
Ba-m nouvèl-ou.	What's new with you? How are you?
bonjou	hello
bòs	chief, head, boss
byen, ben	well
Dyé	God
é	and
en ben	well, then
grandi	grow
gras	grace
gras a Dyé	thank God
jan	manner, way
ki jan	how
kenbé	get along, grab, take care
ki	who, what
komè	sister, friend (f.)
konpè	brother, friend (m.)
la	there

li, l	he, she, it, him, her, his, hers, its
li-mèm	himself, herself, itself
M la.	I'm all right.
mal	badly
Mari	Mary
mèm	same, even, yet
monchè	old man, my friend
mouen, m	I, me, mine
moun	people, person
nouvèl	new
O	Ah
ou	you, yours
oui	yes
pa	not
pa pi mal	not bad at all
pi :	more
pitit	little
ti	(added to nouns as a prefix) little
ti moun	child
Toma	Thomas, Tom
tou	also, too
toujou	still, yet, always
yé	be
yo, y	they, them, theirs

HAITIAN CREOLE BASIC COURSE

STUDENT WORKBOOK

Unit II

CULTURAL NOTES

Monchè, machè

The terms "monchè" and "machè" (my dear) are used throughout Haiti at all social levels. They are nearly equivalent to the terms "honey" and "dear" used by saleswomen and waitresses in the United States. But these terms of endearment are used more frequently than in the United States and you will note that we generally do not translate them.

Pétionville

Pétionville bears the name of one of the early presidents of the Republic of Haiti, Alexandre Pétion. It is located in the heights above Port-au-Prince and contains upper middle class residential districts as well as tourist hotels. It is noted for its cooler temperatures and striking view of Port-au-Prince and Port-au-Prince Bay. Surrounding Pétionville are small rural agglomerations.

Si Dyé vlé

The Haitian folk are very fatalistic and believe that their existence is governed by the Heavenly Power's will. Si Dyé vle "if God wills", usually accompanies every expressed intention or desire and is used unconsciously even by educated middle class persons without the same faith as the folk.

Bòs

The expression "bòs" is usually used to address an artisan (shoemaker, carpenter, mason or mechanic). By extension it may be used to address or refer to a man who has any sort of responsibility for the work of others. However, it is not equivalent to English "boss." In a rural community, bòs is used to address a soothsayer or a voodoo priest (houngan). The term may also be used to refer to a child who is extraordinarily energetic or skilled, who "takes charge." It may also be used in a somewhat jocular way. Bòs implies a certain familiarity and should therefore be used with caution by the outsider.

Gras a Dyé é pi lé Sen

Again, Haitians attribute all things in life to the Deity, for without Him there would be no food, no joy or success. God must then be named, and thanked, whenever one has anything to be thankful for. It is not unusual for one Haitian to correct another who has failed to say Gras a Dyé. É pi lé Sen is added for good measure particularly in rural communities.

Lesson 5 - DIALOG

Translation

Write the English equivalents of the following in the spaces provided below. Then check your answers with the key. Be sure to keep the key masked until after you have recorded your answer.

	Key
1. _____	They're all right.
2. _____	What's new with your children?
3. _____	How's konpè Toma?
4. _____	We're so-so.
5. _____	Where's he (she) going?
6. _____	Well, then, we'll see you later..
7. _____	They're going to the market.
8. _____	I'm taking a little walk to the post office.

Fluency Test

After each sentence in English (reproduced below), supply the Creole equivalent. Remember that you must produce the required sentence correctly before the signal is sounded.

1. Where are you going?

2. I'll see you later.

3. Goodbye.

4. Are you taking a little walk to the market?

5. I'm going to the post office. And you, where are you going?

6. We're all right.

7. And the children, where are they going?

8. They're growing up.

9. She's so-so.

10. Bòs Alsé, my friend, how are you?

Lesson 6 - GRAMMAR

In Creole, the particle ap placed in front of a verb indicates that the action or state is in progress at the moment, or is about to take place. When a verb occurs without any particle, time reference is not specified; it may be present or past.

Translation

Translate the following sentences into Creole from the English provided below.

1. I'm taking a little walk to the market.

2. Gabi is still getting along fine.

3. Bòs Alsé took a little walk.

4. The children grew up too.

5. Mari saw konpè Toma at the market.

6. I'm still getting along fine.

Note that before ap all personal pronouns occur in a short form. Li becomes l, nou becomes n, and yo becomes y. The short form differs from the basic form by the loss of the vowel. The first person singular pronoun does not have any vowel; therefore, it does not change. The second person pronoun changes from ou to w before ap.

Basic Form	Before ap
m	m
ou	ou (w)
li	l
nou	n
yo	y

Note that nou before pralé does not change since pralé begins with a consonant.

Exercises

b. Translation

1. I'm going to the post office.
2. He took a little walk.
3. They saw me.
4. Are you seeing them? (at the present time)
5. How are you?
6. We're getting along, old man.

e. Directed Questions

1. Where are you going?
2. Are you taking a little walk?
3. Are you going to the market?
4. I'm going to the post office.
5. I'm seeing them. (at the present time)
6. I'm getting along.

f. Directed Questions

1. Where are you going?
2. Are you taking a little walk?
3. Are you going to the market?
4. Where are you?
5. Where are they?
6. Do you see bòs Alsé?
7. Do you take a little walk?
8. Are your children growing up?

Lesson 7 - PRONUNCIATION

The vowel é

The vowels é and i are produced with the jaws close together and held in the same position without any movement during the production of the vowel. é is produced without any spreading of the lips.

In the following exercise, identify the member of each pair which contains the vowel é by circling below either first or second. Check each pair with the key. If you make the correct identification, repeat the word containing that vowel which will be given by the voice in the recording.

		Key	
1. First	Second	Second	Alsé
2. First	Second	First	salé
3. First	Second	Second	koulé
4. First	Second	Second	diré
5. First	Second	First	soulé
6. First	Second	First	palé
7. First	Second	Second	maré

Read the following items. The confirmation will be given by the voice on the recording.

asé	pasé	niché	mété	nou oué	lagé	li vlé
viré	Alsé	lagi	Gabi	kou-li	isit	chita
machin		kalité		disipé		éséyé

Read the following sentences. The confirmation will be given by the voice on the recording. Then translate the sentences and check with the key.

1. Gabi ap maché.

2. Gras a Dyé

3. Nou pralé

4. M a ouè-ou pi ta.

5. Babay, Alsé.

	Key
1. _____	Gabi's walking.
2. _____	Thanks to God.
3. _____	We're going.
4. _____	I'll see you later.
5. _____	Goodbye, Alsé.

Have you remembered to mask the key until after you have written your response?

Write down the following words. Check your spelling with the key given on the right hand side of the page, and read the word in its correct spelling aloud.

	Key
____	pasé
__ ____	li méte
__ __ ___	sa ou vlé
__ __ __ ____	ki sa ki rivé
____ _ ___	gras a Dyé
___ ____ _____	si Dyé vlé
____ __ _____	nan pa palé
___ __ _____	y ap maché
___ ___	ou yé
_____, _____.	Alsé, li pa pi mal.

The vowel è

The vowel è is produced with the jaws more apart than for é, but the jaws hold the same position without any closing movement throughout the entire pronunciation of the vowel.

Identify the number of each pair which contains the vowel è. If you make the correct identification, repeat the word containing the è which will be given by the voice on the recording.

			Key
1. First	Second	Second	bè
2. First	Second	First	kè
3. First	Second	First	lagè
4. First	Second	Second	koulè
5. First	Second	Second	machè

Compare the following paired words.

sé	sè
pé	pè
ké	kè
koulé	koulè
lagé	lagè
maché	machè

Note that è occurs before a final consonant. é does not occur in that position.

Read the following words. The confirmation will be given on the recording.

vapè machè koulè razè kafè li bèt dé nèg

ki lès boulé li vlé kité pèdi mèsi pèmèt rémèd

Read the following sentences. Compare with the confirmation. Then, translate the sentences and check your answers with the key below.

	Key
1. Gabi, machè.	Gabi, dear.
2. M a ouè-ou.	I'll see you. (I saw you.)
3. Li ouè-ou pi ta.	He (she) will see you later.
4. Sé Alsé ki pa pi mal.	It's Alsé who is not bad at all.

Write the sentences. Check with the key.

	Key
1. ___ ____ .	Li bèt.
2. ___ ___ ___ - __.	Sa sé sè-m.
3. ___ ___ ___ ___ ___-__?	Sa ou ap fè la-a?
4. ___ _____ ___ - __.	Ti moun sa-a.
5. ___ ___ - __ ___ _____.	Li ba-m dé lèt.
6. __ ___, __ ___. __ ___ ____?	M la, m la. É ou-mèm?
7. ____ ____ .	Kèk lèt.
8. _____.	M pralé chèché.

Lesson 8 - COMPREHENSION PRACTICE

B.2.
a. Whom does konpè Toma meet? _____

b. Where is she going? _____

Key

a. Konpè Toma meets Mari.

b. She is going to the post office.

C. Translation

	Key
1. _____	I'm on my way.
2. _____	I'm going to do.
3. _____	I'm getting. (I'm looking for)
4. _____	He's going to pick up.
5. _____	They're doing.

VOCABULARY

-a	the
a	(marker to indicate action or state is future)
ak	with
alé	go
alò	then; well then
ap rivé	be on one's way
chèché	get, look for
fè	make, do
fè youn viré	take a walk
Gabi	Gabi
gras a Dyé é pi lé Sen	thanks to God and the Saints
idantité	identification, identity
kat	card
kat didantité	identification card
kèk	some, a few
(ki) sa	what
kon	like, as
kon sa	so-so
kontré	meet, encounter
kontré ak	meet
koté	place
ki koté	where
kouman	how

Kouman ou yé?	How are you?
kouté	listen, cost
lakomin	city hall
lapòs	post office
lé	the
lèt	letter(s)
machè	dear
maché	market
maché-a	the market
nan	in, to, toward, in the direction of
nan rout	on the way
non	no
nou, n	we, us, ours
ouè	see, view, observe
Pétyonvil	market in Port-au-Prince
pi ta	later
pou	to, in order to
pran	get, take
pral(é)	going, going to
rivé	go, arrive
rout	way, road
sa	this, that
Sen	Saints
ta	late

viré	turn, spin
fè youn viré	take a walk
youn	a, one

HAITIAN CREOLE BASIC COURSE

Student Workbook

Unit III

Lesson 9 - DIALOG

C- Test

1. Translation

Write the English equivalent of the following sentences in the space provided below.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Key

What are you going to do downtown?

They're out early.

We're on our way to Port-au-Prince.

We'll see each other, God willing.

I'm doing a big job. (in progress)

That woman, how is she?

I'm going to get a few tools.

We're taking a little walk downtown.

What's the matter, old man?

He's going to old man Toma's house to do a little job.

2. Fluency Test

1. I'm going to get my tools.

2. Do you have a few letters?

3. What are you going to do in Port-au-Prince?

4. He's carrying a few tools.

5. They're under his arms.

6. What do you have there?

7. Well, keep your chin up, Sister Mari.

8. See you, God willing.

9. Things are not bad at <u>all</u>!

10. We are doing a big job for them.

Lesson 10 - GRAMMAR

B - Possessives

In Creole, the personal pronoun form for "I, me, my" has a basic form of mouen and a short form m. However, unlike the other pronouns, which of the two forms occurs cannot be predicted. Both forms are correct, but the short form is more frequent.

The possessive equivalent to "me" may be either m or mouen after nouns ending with a vowel. The occurrence of one or the other of the two forms is not predictable; mouen appears to be more frequent, however.

After a noun ending with a consonant only mouen occurs. Note that the plural is not always overtly marked in Creole and is then deduced from the context. Thus zouti-mouen may mean both "my tool" and "my tools".

Summary

	Creole	English	
Noun or noun phrase +	-m/mouen	my	+ Noun or noun phrase
	-ou	your	
	-li	his, her, its	
	-nou	our	
	-yo	their	

C - Exercises

4. Translation

1. I'm getting my tools.

2. She's getting her letter.

3. Are you getting your identification card?

4. He's carrying his tools under his arm.

5. They're carrying their tools under their arms.

6. I see their child.

7. Do you see her child?

8. What's new with them?

9. What's new with her?

10. I'm going to his house.

11. We're going to your house.

12. Is she going to their house?

7. Directed Questions and Statements

1. How is your child?

2. What are you carrying under your arm?

3. Are you going to their house?

4. Is he going to get his identification card?

5. I'm going to get my letter at the post office.

6. I carry his tools.

7. I see my wife.

8. I'm going to your house.

Lesson 11 - PRONUNCIATION

A. The nasal vowel en is pronounced with the jaws held close together, but the soft palate is lowered allowing the air to penetrate the nasal cavities.

In the following exercise, identify the member of each pair which contains the vowel en. If you make the correct identification, repeat the word containing the vowel en which will be given by the voice on the recording.

		Key	
1. First	Second	Second	sen
2. First	Second	First	fen
3. First	Second	First	pen
4. First	Second	Second	ben
5. First	Second	First	len
6. First	Second	Second	pen
7. First	Second	Second	jen
8. First	Second	First	chen

Read the following items. The confirmation will be given by the voice on the tape.

Two syllables; 1-2 rhythm:

diven	lé Sen	kouzen	maten
kenz lèt	senk kat	genyen	ak mouen

Three syllables; 1-2-3 rhythm:

li genyen machin-mouen senk rézen kouzen-mouen

Four syllables; 1-2-3-4 rhythm:

démen maten li fin goumen é pi lé Sen

Read the following sentences aloud. The confirmation will be given by the voice on the recording. Then write the translation of the sentences you have read and check with the key.

1. Li genyen kèk lèt.
2. Gras a Dyé é pi lé Sen.
3. L ap kenbé toujou.
4. En ben, m pralé kay-mouen.

Key

1. _____ He (she) has a few letters.
2. _____ Thanks to God and the Saints too.
3. _____ He's still getting along.
4. _____ Well, I'm gòing home.

Dictation

Check your answers with the key and then read aloud.

	Key
_ _ _ y _ _	genyen
_ _ _ _ _ _	renmen
_ __ _ _ _ _	l ap kenbé
_ _ _ _ _ _ - _ o u _ _	machin-mouen
___ ___ _____?	Sa ki genyen?
___ ____ , ____ ____.	En ben, kouraj bòs.
_ _ _ _ _ _ _.	Si Dyé vlé.
_ _____ _ _ _ _.	M pralé lavil.

Read aloud. Write the items that do not end with n or m sounds. Then check your list with the key.

chen chenn benn pen plenn mèm pouent

machin genyen sémenn ou-mèm chémen goumen

	Key
_____	chen
_____	pen
_____	pouent
_____	genyen
_____	chémen
_____	goumen

In Creole any é or è that precedes n or m is usually pronounced en. Read aloud.

fè**m**en mé**n**en mè**m** rè**m**en

Write and translate:

	Key
1.__ ____- _____?	É ou-mèm?
2.__ - __ _____ - ___.	Ba-m nouvèl-ou.
3._____ _____ _____	Kay komè Anita
4._____ , __ __ _____.	Mèsi, n a ouè.

_____ _____

1. _____	And yourself?
2. _____	What's new with you?
3. _____	Sister Anita's house
4. _____	Thanks, see you.

Identification exercise

Identify the member of each pair which contains the vowel an. If you make the correct identification, repeat the word containing the vowel an which will be given by the voice on the recording.

		Key	
1. First	Second	Second	lan
2. First	Second	First	tan
3. First	Second	First	san

4. First	Second	Second	ran
5. First	Second	First	chan
6. First	Second	Second	ban
7. First	Second	Second	pan
8. First	Second	First	kan
9. First	Second	Second	ban

Read the following words aloud:

riban	kouman	chanjman	trant an	
senkant	mandé	santi	anyen	anpil

Dictation	Key
- - - -	anba
- - - - - - -	nan maché-a
- - - - - - - - - - ?	Kouman ou yé?
- - - - - - - - - - - - .	M pran kèk lèt.
- - - - - - - - - - - - .	Y ap grandi toujou.
- - - - - - - - - - - - .	Li chanté anpil.

4. Identify the word ending in n or m. Repeat the word after the voice on the tape if you make the correct identification.

			Key	
1.	First	Second	First	tann
2.	First	Second	Second	vann
3.	First	Second	First	prann
4.	First	Second	First	janm
5.	First	Second	Second	kann

Any a preceding or following n or m is usually nasalized as an.

Read:	tann	vyann	janm	kann	nn
	désann	aprann	dé bann	li pann	
	jam	zami	maman	anana	ané

Read the following sentences aloud. The confirmation will be given by the voice on the recording. Then translate the sentence you have read and check with the key below.

1. Ba-m nouvèl-ou.
2. Kouman komè Anita yé?
3. Nou pralé nan maché-a.
4. Sa ki genyen, machè?
5. É ou-mèm, ki sa ou ap fè?
6. Gras a Dyé é pi lé Sen, y ap grandi.
7. Babay, Mari. M a ouè-ou pi ta.
8. Nan rout li ouè Anita ak Alsé.

	Key
1. _____	What's new with you?
2. _____	Sister Anita, how is she?
3. _____	We're going to the market.
4. _____	What is the matter, dear?
5. _____	And how about yourself, what are you doing?
6. _____	Thank God and the Saints, they're growing up.
7. _____	Goodbye, Mari. I'll see you later.
8. _____	On the road he (she) sees Anita and (with) Alsé.

Dictation

After you check your answers with the key, read aloud.

	Key
1. _ _ _ _ _ _ _ _ _ _ _ _ _ _?	Kouman Anita yé?
2. _ _ _ _ _ _ _ _ _ _ _ _ _ _ - _ _.	Kèk zouti anba bra-li.
3. _ _ _ _ _ _ _ _ _ _ _ _ _ _

Lesson 12 - COMPREHENSION PRACTICE

		Key
1.	1. _____	Toma went to komè Anita's house.
	2. _____	Anita went out with her husband, Chal.
	3. _____	She's with her husband, Chal.
	4. _____	Toma chats with Tijo.

		Key
14.	_____	M kap tann-yo.

17. Key

1. Konpè Toma is going to konpè Chal's house.
2. Is this your house?
3. Aren't they here, boy?
4. I'm returning right away.
5. She can wait for you.
6. They've gone out with my wife.

34. Key

1. What's their name?
2. Who has gone out?
3. Who sat down?
4. They call him.
5. It's konpè Toma who is waiting.
6. He can (may) carry my tools.
7. They look a lot like komè Anita.
8. He looks like you, if you don't mind my saying so.
9. Who is your wife?
10. Whom did he (does he) meet?

VOCABULARY
Unit III

anba	under, below
Anita	Anita
anpil	a lot
bòn	good
bònè	early
bra	arm
Chal	Charles
chita	sit
déyò	outside
gason	boy
genyen	have, there is
Sa ki genyen?	What's the matter?
gro	big
kap	can, be able
ki moun	who
komè-a	the lady, her
kounyé-a	now
kouraj	courage
bonn kouraj	kèep your chin up
la	here
lavil	town, downtown
madam	wife, lady

mari	husband
mèsi	thanks
mouen	I, me, my
msyeu	Sir, Mr.
N a ouè.	We'll see each other.
non	(emphasis marker, when occurring at end of statement)
oui	(emphasis marker, when used at the end of a statement)
papa	father
pòté	carry, bring
Pòtoprens	Port-au-Prince
pou	for
rélé	to call, to be named, to be called
Ki jan ou rélé?	What's your name?
répròch	reproach
san répròch	"if you don't mind my saying so"
rétounen	return, come back
sa	things
Sa pa pi mal.	Things aren't bad at all.
san	without
sanblé	resemble, look like
sé	it is, is it

si	if
sòti	go out
tann	wait
Tijo	Little Joe
tousuit	immediately, right away
travay	work, job
vlé	want, wish
si Dyé vlé	God willing
zouti	tool(s)

HAITIAN CREOLE BASIC COURSE

Unit IV

Student Workbook

By "listening in" on conversations between Haitians you have learned some of the basic structures of Creole and some useful vocabulary. You also should pronounce Creole with sufficient accuracy so that you will not offend the native speakers' ears. In fact, you may even be complimented for the authentic quality of your pronunciation. In the second half of this course, you will have the opportunity of meeting--and resolving--communicative situations which a foreigner may meet in Haiti.

Cultural Notes

Use of Creole vs. French

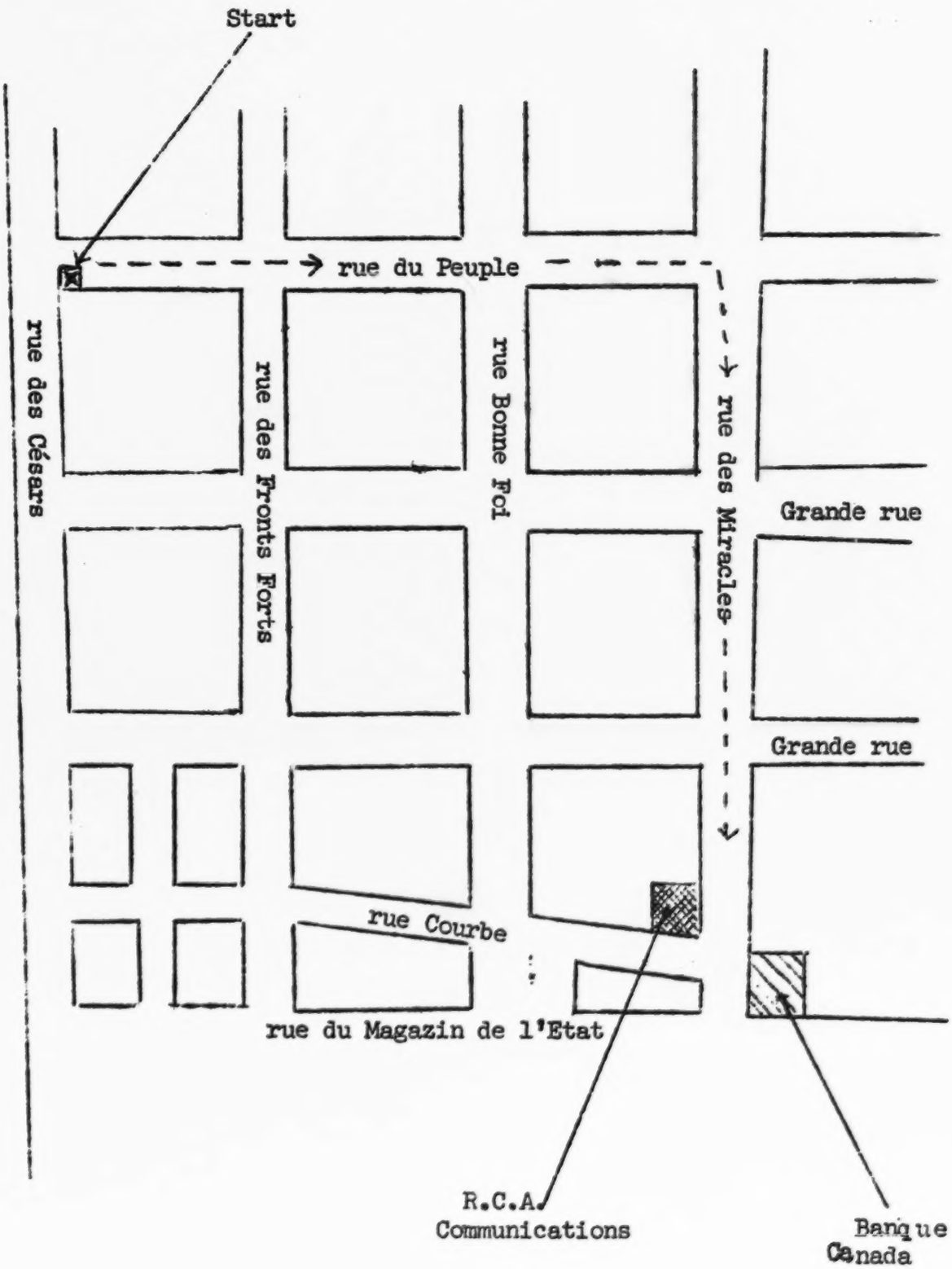
In such urban centers as Port-au-Prince and Pétionville, the use of French rather than Creole is extensive, especially in more formal situations. However, when Mr. Jones stops the passerby, he is careful to note that the passerby does not seem very prosperous. Thus Mr. Jones infers that the passerby does not belong to the middle class and has probably not had the opportunity to learn French well. Had the passerby been a well-dressed person, he might have been insulted had he been addressed in Creole. French is the official and the prestige language in Haiti, and Haitians prefer to use the prestige language with foreigners if they know it.

Lesson 13 -DIALOG

59. Translation Exercise

1. How do you do? May I help you?
2. We would like to go to the market.
3. They would like to send a cable now.
4. This very street?
5. You turn to the left at People's Street.
6. Well, it's across from the office on the right.
7. Thank you very much, madam.
8. Where do I turn?

Map # 1


Start
rue du Peuple
rue des Césars
rue des Fronts Forts
rue Bonne Foi
rue des Miracles
Grande rue
Grande rue
rue Courbe
rue du Magazin de l'Etat
R.C.A. Communications
Banque du Canada

4.3

Lesson 14 - GRAMMAR

A. Pronouns as Direct Object

We have seen that in Creole when pronouns occur before a verb they function as subject. When pronouns occur after a noun they function as possessives. When pronouns occur after a verb they function as direct objects.

Subject

Verb beginning with vowel	Verb beginning with consonant	
m	mouen	+ verb
ou (/w/)	ou	
l	li	
n	nou	
y	yo	

Possessive

noun + [m (mouen) / ou / li / nou / yo]

Direct Object

verb + [m (mouen) / ou / li / nou / yo]

Exercises

5. Translation

1. He's looking for me.
2. They're carrying it.
3. Are you waiting for us?
4. I'm getting them.
5. She's calling you.
6. He sees me.
7. I look for her.
8. He looks like him.
9. Do you find it?

8. Directed Questions and Statements

1. Do I find it?
2. Is he calling me?
3. Is he waiting for us?
4. He's carrying it.
5. They see me.
6. She looks like you.
7. You will find them.

B. Pronouns as Complements

In Creole pronouns functioning as complements (indirect object) occur directly after the verb. Note that whereas in English the direct object pronoun may immediately follow the verb or may follow the direct object, in which case it is preceded by the preposition to, in Creole it always immediately follows the verb.

2. Translation

1. He gives me the letter.

2. Does she give them my tools?

3. She's getting his identification card.

4. Are you looking for my father?

5. Are you giving me a few letters?

6. I give him the letter.

7. I give the letter to him.

3. Directed Questions and Statements

1. Do I give him the letter?

2. Do I give them my tools?

3. Do we send you a wire?

4. Do I call you?

5. I give him their letter.

6. We give them our tools.

7. They give him his identification card.

Lesson 15 - PRONUNCIATION

A. The Vowel o

The vowel o is produced with a little less rounding than the vowel /u/ (spelling--ou), with the lips assuming a rounding position maintained throughout the production of the vowel.

Identification Exercise 1

	Key	
1.	2	po
2.	1	mo
3.	2	lo
4.	2	ro
5.	1	so
6.	1	cho
7.	1	po
8.	1	do

Read the following aloud.

répo	poto	poko	lèt-yo
kokoyé	karako	lopital	zaboka

Dictation

1. _____ - _____.
2. _____.
3. _____ _____ _____?
4. _____ _____ - _____
5. ___ _____ - ____, _____ - _____ _____ - ____.
6. _____ _____ _____ _____.

Key

1. Papa-yo.

2. Sé Tijo.

3. Ki koté m pralé?

4. Kat didantité-yo

5. É pitit-ou, ba-m nouvèl-yo.

6. Li rélé Tijo tou.

B. The Vowel ò

The vowel ò is produced with less lip rounding than the vowel o. However, the lips also hold the same position during the entire production of the vowel.

Identification Exercise 2

	Key
1.	2 pò
2.	1 bò
3.	1 sò
4.	2 mò
5.	1 fò
6.	1 lò

Identification Exercise 3

	Key	
1.	ò	bò
2.	o	so
3.	o	đo
4.	o	ro
5.	ò	bò
6.	o	fo
7.	ò	mò

Read the following.

rigòl	kréòl	lézòt	alò	ankò	sòti	chofè
loraj	bòs Pòl	poko	Ajéno	Pòtoprēns	bòs Toma	kòdònyé

Now read the following dialog.

Toma: Bonjou, bòs Alsé.

Alsé: Bonjou, konpè Toma. Ba-m nouvèl-ou.

Toma: M la, é komè Mari, ki jan li yé?

Alsé: L ap kenbé toujou. Pitit-ou-yo, ba-m nouvèl-yo.

Toma: Y ap grandi toujou, gras a Dyé é pi lé Sen.

Alsé: Ki koté ou pralé?

Toma: M pralé lapòs é pi lakomin. É ou-mèm?

Alsé: M pralé nan maché-a.

Dictation

1. _____ _____ _____ _____.

2. _____ _____ _____ ____ _____?

3. _____ _____.

4. _____ _____ ___ _____.

5. _____ _____?

Key

1. Yo pran kèk lèt.

2. Gadé byen koté li yé?

3. Yo alé lapòs.

4. Yo viré a gòch.

5. Ki koté ou monté?

C. The Nasal Vowel on

Identification Exercise 4

	Key	
1.	2	bon
2.	1	ton
3.	2	pon
4.	2	son
5.	1	gon
6.	1	ron
7.	2	non
8.	1	don

Identification Exercise 5

	Key	
1.	an	ban
2.	en	nen
3.	on	ton
4.	on	ron
5.	en	Sen
6.	an	jan
7.	on	don
8.	on	gon

Read the following.

ton	bonbon	konpè	tonton-m
réparasyon	sé tonton-nou	yo kontan anpil	

Read the following sentences.

Konpè Toma sé tonton-m.

M a montré-yo.

Nou gen diz an.

Sé bòs Toma ki tonton-li.

Dictation

1. _____ - _____ - _____.
2. _____ - _____.
3. _____ - _____?
4. _____ - _____?
5. _____.
6. _____ , _____ - _____.

Key

1. Yo montré-m kay-yo.

2. Tonton-m ap kenbé toujou.

3. Ki bò konpè-a pralé?

4. Gason-ou rélé Robè?

5. Yo genyen onz pitit.

6. Vini, m a montré-ou.

D. The Vowel on Plus n/m

Identification Exercise 6

	Key	
1.	1	ponn
2.	2	konn
3.	1	lonn
4.	2	ponn

Identification Exercise 7

	Key	
1.	ò + n	bòn
2.	on	non
3.	on + n	konn
4.	ò + n	jòn
5.	on + n	lonn
6.	on + n	fonn
7.	ò + n	mòn
8.	on	ton

Read.

ponn konn jòn bòn pon ton pann tann

An o preceding or following n or m is usually nasalized to on. Note, however, that ò preceding n or m may or may not be nasalized to on.

Read.

a. bon bòn konn kòn pòm jòn fòm

désann réponn yo tann li ponn zami madam

kamyon sonen renmen bònè konen komè

b. Konpè Toma ak komè Anita

Li jouenn bank-la.

Nou vini fè réparasyon-an.

Pa viré a gòch.

Li genyen anpil alò.

Dictation

1._____ - _____?

2._____.

3._____ - _____.

4._____ - _____.

5._____.

6._____.

Key

1. Ou ap proménen-ou?

2. Yo pralé bonnè.

3. Li kapab ménen-ou.

4. Nan biro kab-la.

5. Nou pralé nan mòn.

6. Yo vann anpil zouti.

Now you should be able to read the dialogs of Units I and II fluently. Read sentence by sentence and compare with the native model which will follow. Repeat each sentence until you are able to read it accurately and fluently.

Toma: Bonjou, komè Mari.

Mari: Bonjou, konpè Toma. Ba-m nouvèl-ou.

Toma: M pa pi mal. É ou-mèm, ki jan ou yé?

Mari: M la, m la.

Toma: É bòs Alsé, ki jan li yé?

Mari: Gras a Dyé, li byen tou.

- - - - - - - - - -

Mari: Komè Gabi, machè, kouman ou yé?

Gabi: M ap kenbé toujou. É ou-mèm?

Mari: Gras a Dyé, m pa pi mal.

Gabi: É bòs Alsé?

Mari: Li kon sa.

Gabi: É ti moun-yo?

Mari: Gras a Dyé é pi lé Sen, y ap grandi.

Gabi: Ki koté ou pralé la-a?

Mari: M pralé lapòs. É ou-mèm?

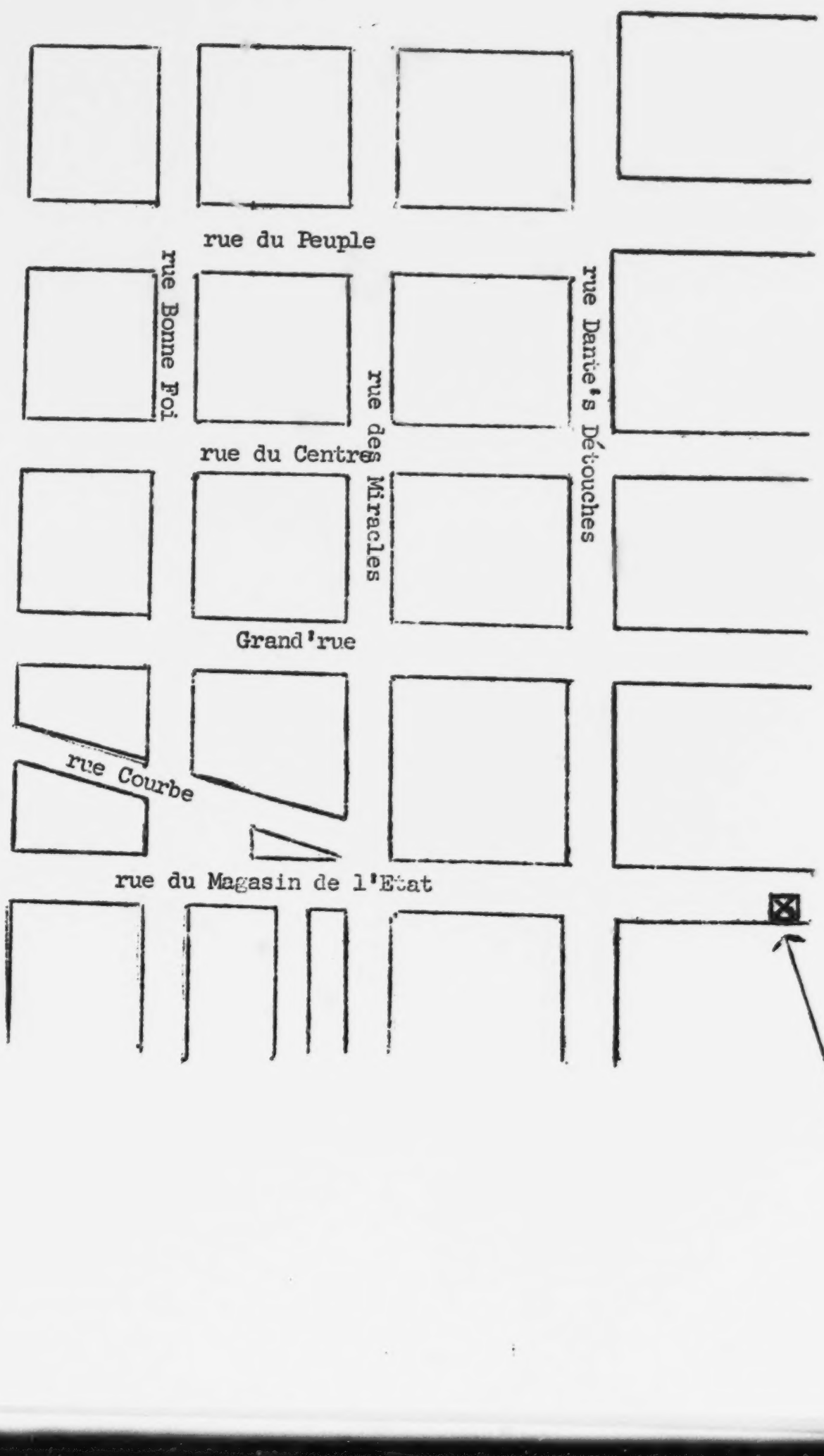
Gabi: M pralé fè youn ti viré nan maché-a.

Mari: Alò, m a ouè-ou pi ta Gabi. Babay.

Gabi: Babay, Mari.

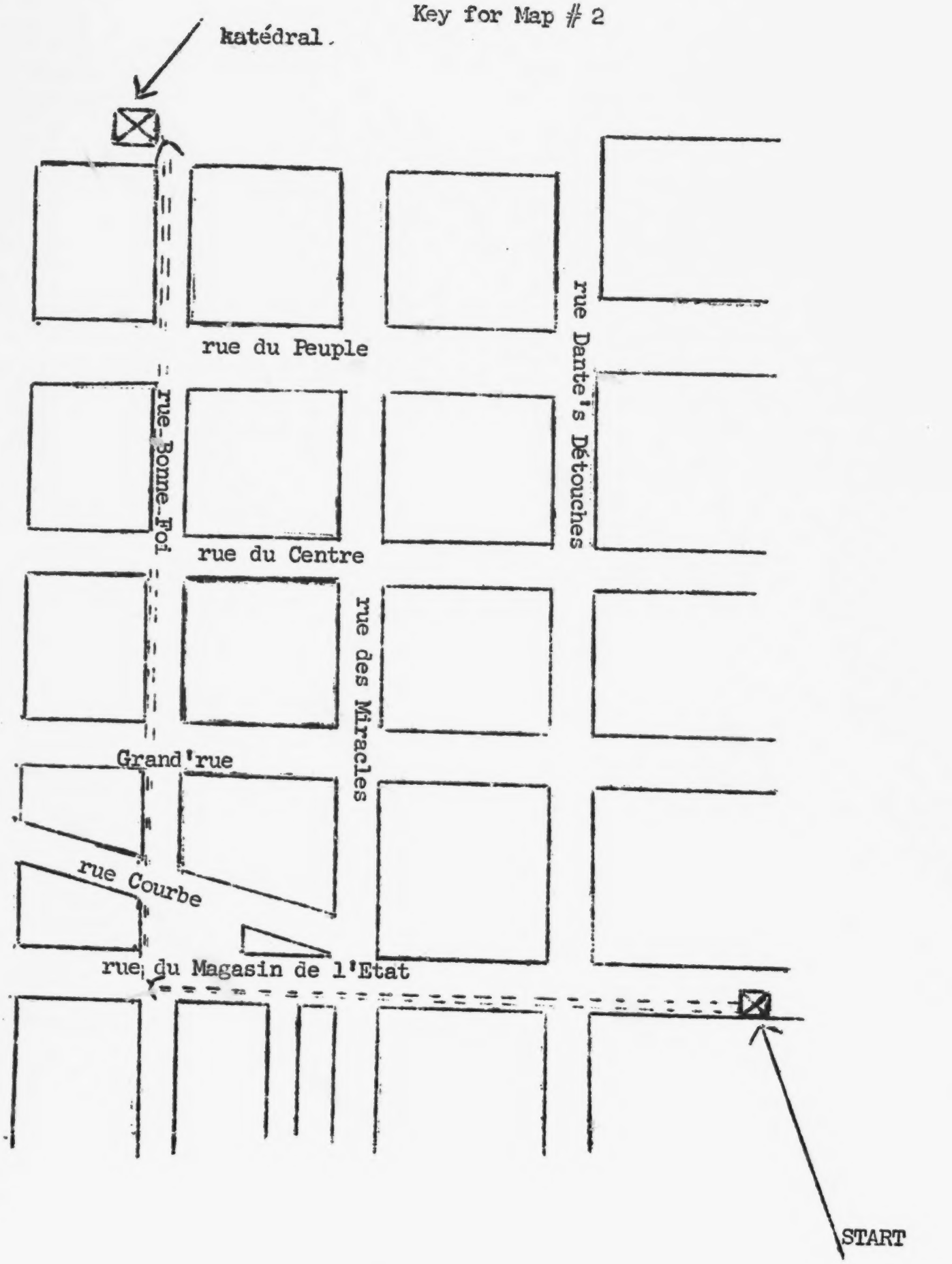
Lesson 16 - COMPREHENSION EXERCISE

Map # 2



4.16

Key for Map # 2

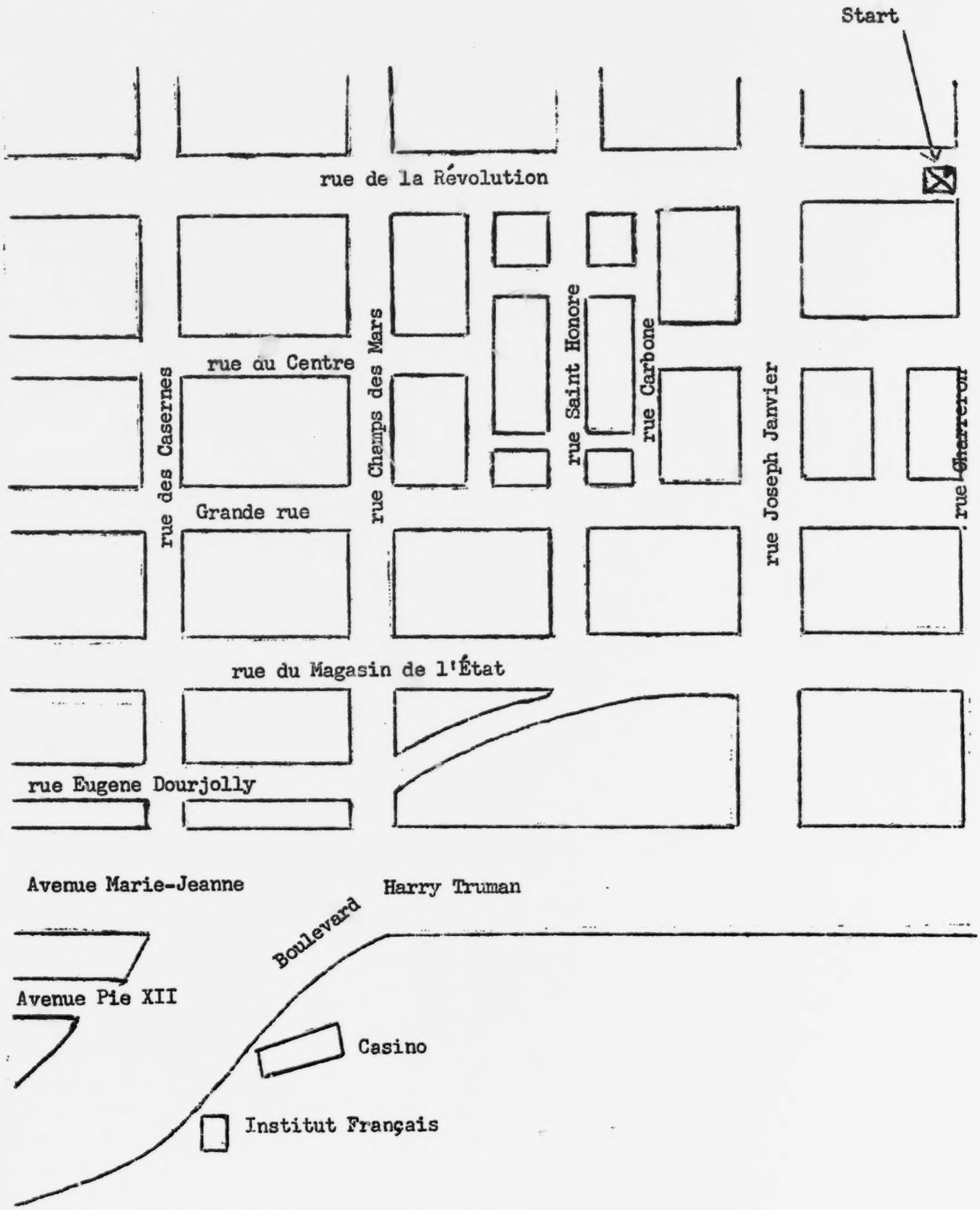


4.17

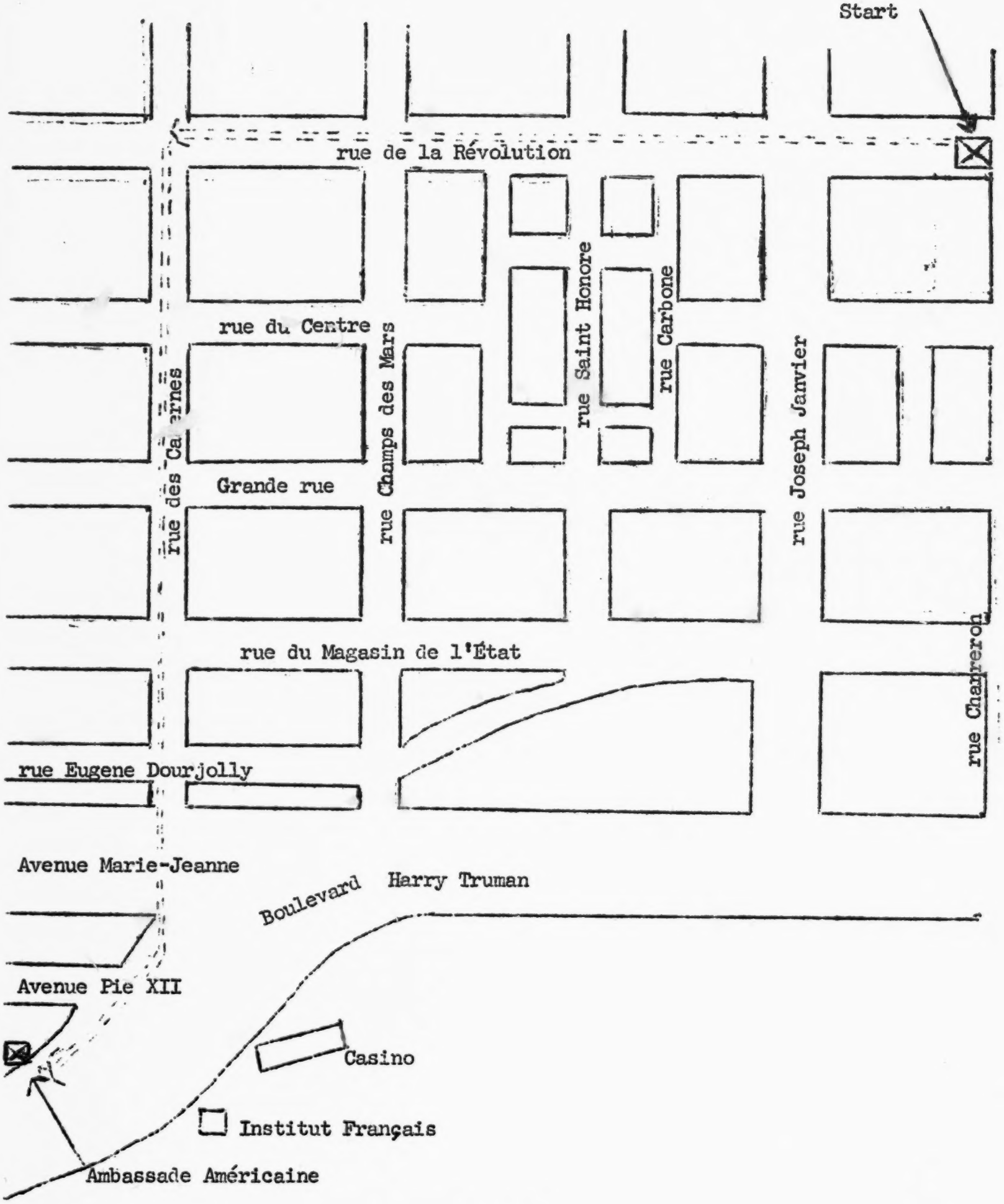
28. Now read the following instructions.

Sé fasil. Gadé byen. Sa sé ri di Magazen dé Léta. . Ou alé tou drouat. Lè ou rivé ri Bonn Foua, ou viré a drouat. Ou ap monté ri Bonn Foua. Pa viré ni a drouat ni a gòch. Aprè youn, dé, troua, kat ri, ou a jouenn katédral-la.

Map # 3


Start
rue de la Révolution
rue du Centre
rue des Casernes
Grande rue
rue Champs des Mars
rue Saint Honore
rue Carbone
rue Joseph Janvier
rue Chanrerou
rue du Magasin de l'État
rue Eugene Dourjolly
Avenue Marie-Jeanne
Harry Truman
Boulevard
Avenue Pie XII
Casino
Institut Français

Key for Map # 3


Start
rue de la Révolution
rue du Centre
rue des Casernes
rue Champs des Mars
rue Saint Honore
rue Carbone
rue Joseph Janvier
Grande rue
rue du Magasin de l'État
rue Eugene Dourjolly
rue Chanreron
Avenue Marie-Jeanne
Boulevard Harry Truman
Avenue Pie XII
Casino
Institut Français
Ambassade Américaine

UNIT IV
VOCABULARY

amérikenn	American
an	ah, oh
aprè	after
bank	bank
Bank Kanada	Bank of Canada
bon	well, good
bonjou	How do you do?
boulva Arí Troumann	Harry Truman Boulevard
buro (biro)	office
buro (biro) kab	Cable (Telegraph) Office
dé (deu)	two
désann	to go down
dévan	before, in front of
di	to say, to tell
drouat	right
É msyeu (é msyé)	Excuse me, sir.
enstitu (enstiti) fransé	French Institute, Institut Français (French)
Etazuni (Etazini); o Zétazuni	United States; to the United States
fas	face
an fas	facing, across the street, across the street from
fasil	easy
fini, fin	to have just, to finish
fo	it is necessary, must, have to

gadé	to pay attention
isit	here
jouenn	to find, to reach
jus (jis)	until
kab	cable, telegram
kat	four
katédral	cathedral
kazino	Casino International
konprann	to understand
-la (used after a noun)	the
lanbasad	embassy
lè (lèu)	when
ki lè	when
maché	to walk
maké	to mark
mèm (intensive marker)	very
ménen	to lead, to take
monté	to go up
montré	to show
nan	on
nèt	straight, clear
ni	not
ni ... ni	neither ... nor

pou	for, in order for
rété	to stop
ru	street
ru (ri) Bonn Foua	Good Faith Street, rue Bonne Foi (French)
ru dé Mirak	Miracles Street, rue des Miracles (French)
ru du (di) Pèup	People's Street, rue du Peuple (French)
ru deu (dé) la Révolusyon	Revolution Street, rue de la Révolution (French)
ru du Magazen deu Léta	State Store Street, rue du Magasin de l'Etat (French)
senk	five
sis,siz	six
ta	(marker to indicate state or action is conditional)
té	(marker to indicate state or action completed in the past)
tou drouat	straight ahead
tro	too, too much
troua	three
viré	to turn
vit	fast
voyé	to send

HAITIAN CREOLE BASIC COURSE

Unit V
Student Workbook

Lesson 17 - DIALOG

Cultural Notes

Msyeu Blan

Although it may seem rather strange to the white foreigner, Haitians may address him as Msyeu Blan (Mr. Whiteman) out of courtesy and with friendliness intended. This term of address implies familiarity and camaraderie. At first glance, one might think it was meant in a derogatory sense, but this is not the case unless it is modified by a pejorative word. However, it is best for the newcomer to Haiti to avoid this term.

Telephone Service

Telephones are available in most places of business in the urban centers of Haiti. However, one cannot expect them to function always, and it is safer to try such places as telegraph offices. The R.C.A. Communications office in Port-au-Prince and All America Cables are the two places most widely used.

Camionettes

In Haiti, there are no bus services as such. The nearest equivalent to urban public transportation is "camionette" service. A camionette is a pickup truck or station wagon which takes passengers (usually as many as can be squeezed in) from one place to another. There are established routes and stopping places. The camionette service is an inexpensive efficient means of transportation for anyone without an automobile. It differs from taxi service in that it is much less expensive and that the fare is fixed (not subject to bargaining). It also caters to more than one patron at a time.

Tipping

You have noted that Mr. Jones gives the passerby a small tip in exchange for directions. Although it is not obligatory to tip in such a situation, it is considered courteous. In hotels and restaurants, of course, it is expected. However, if the passerby had been a more prosperous looking person, it would have been most insulting to tip him.

Translation Exercise

	Key
1. Where can I make a call here?	Ki koté m kap téléfònen isit?
2. I don't understand you, madam.	M pa konprann-ou, madam.
3. But to make sure, you will go to the telegraph office.	Men pou pi su, ou a téléfònen nan télégraf-la.
4. Are you sure I can find a telephone there?	Ou su m kap jouenn téléfòn la?
5. Well, may I ask you another favor?	Bon, m ap mandé-ou youn lòt sèvis.
6. Where can I get a camionette to take me to Port-au-Prince?	Koté m kap jouenn kamyonèt pou m alé Pètoprens?
7. Where is Grande rue?	Koté Gran ru-a yé?
8. There in front of you, on the left.	Dévan-ou la, a gòch.
9. All the camionettes turn there.	Sé la tout kamyonèt-yo viré.
10. Thanks very much; goodbye.	Mèsi anpil; o révoua.

Lesson 18 - GRAMMAR

We have seen that in Creole verbs occur alone or are preceded by particles. When a verb occurs alone, the time at which the action takes place is not marked specifically; we may call this the timeless form. It is important to note that the beginning point of the action is the past and that it is continuing "at the present time". The timeless form may also be used for actions whose starting point is in the present or in the future, but which will be followed by other actions. Thus, the timeless form is used for instructions.

Exercise (a)

Translation

1. He has gone out (and is still out).

2. He has eaten.

3. She's sitting down (and has been for some time).

4. They've arrived at the bank.

5. They've gone down People's Street.

6. Have you bought the tools?

7. Have you looked for Tijo?

8. Has she given you the letter?

9. Have they given her the cigarettes?

10. Go down Miracles Street.

11. Turn to the right.

12. Go down People's Street.

To indicate that an action has begun but is not yet completed, the continuative particle ap is used. Note that before alé "to go" the continuative particle is pr.

The particle a indicates future action or mild command. The particle ap may indicate the near future. However, in this case, the action may be viewed as related to the present. In this sense, it is a continuing action. To mark an action as clearly in the future, we must use a. The short form of pronouns is used with the future particle a.

Exercises (d)

Translation

1. He'll work here.
2. We'll look for the post office.
3. He'll find his son.
4. They'll take the cigarettes.
5. Will you send a cable?
6. You'll see the bank.
7. The children will grow up.
8. They're walking down People's Street.
9. She's gone out.
10. Are you going to the market?

Key

1. Li a travay isit.
2. N a chèché lapòs.
3. L a jouenn pitit-li.
4. Y a pran sigarèt-yo.
5. Ou a voyé youn kab?
6. Ou a ouè bank-la.
7. Ti moun-yo a grandi.
8. Y ap désann ru du Pèup.
9. Li sòti.
10. Ou pralé maché-a?

Exercises (i)

Directed Questions

1. Ask me what I'm doing now.
2. Ask me where he'll wait.
3. Ask me who's telephoning.
4. Ask me if I'm going to the telegraph office.
5. Ask me if they will come.
6. Ask me if komè Mari will send the letter.

Summary of Verb Particles

1. Action started in the past and completed at the moment of speech	timeless form (no particle)	li téléfònen
Habitual action	timeless form	li téléfònen
2. Action in process and continuing at moment of speech or future action related to the present	ap + verb	l ap téléfònen
	pr + alé	li pralé
3. Future action not related to present	a + verb	l a téléfònen

Lesson 19 - PRONUNCIATION

A. The Vowel u

The vowel u is produced by starting from i and rounding the lips. Many Haitian speakers replace u by i. The vowel u occurs in French and will be used by speakers who have some knowledge of French. Although you need not pronounce u accurately yourself, and you may replace it with i, you should be able to identify the vowel.

Identification Test 1

		Key
1.	2	lu
2.	1	ru
3.	2	nu
4.	2	ju
5.	2	bu
6.	1	mu

Read: o Zétazuni

ru du Pak

Ki koté buro kab-la yé?

Li nan ru dé Mirak.

B. The Vowels eu and èu

Some speakers of Creole have, in addition to u, two other vowels which occur in the speech of French speakers: eu and èu. These two vowels are often replaced by é and è respectively.

Identification Test 2

	Key
1.	1 deu
2.	2 keu
3.	2 peùp
4.	1 neuf
5.	2 seu
6.	2 msyeu
7.	1 leu

Read:

leu deu Peùp seùl beuzouen

paskeu dufeu reuvandeùz reuseuvoua

ru du Magazen deu Léta

Note that the u, eu, and eù are usually used, even by Haitians who know French well, only in words borrowed recently from French. They would also be used in the word ru, "street", and names (place names, names of streets, names of persons). On the recordings you will note that the speakers generally use these three vowels in such words; in other more frequent words they generally use the vowels i, é, è, respectively. For instance, they would pronounce "God" /dyé/ rather than Dyeu as it is written, and "fire" as /difé/ rather than dufeu. Remember that you will hear Creole speakers say /ri/ rather than ru and /ri di Pèp/ instead of ru du Peùp. Needless to say you may do likewise. In all cases, however, in spelling, the borrowed vowels will be shown.

C. Representation of Creole Vowels

i	(u)	ou	en	on
é	(eu)	o		
è	(eù)	ò		
	a		an	

Read aloud. Be sure to maintain a 1-2 rhythm.

bonjou	mirak	anpil	konnen	monchè	viré
sòti	kréòl	fransé	kenbé	tonton	Dyé vlé

Dictation

		Key
youn	_____	
2.	_____	/dé/
3.	_____	troua
4.	_____	kat
5.	_____	senk
6.	_____	sis
7.	_____	sèt
8.	_____	uit
9.	_____	/nèf/
10.	_____	dis

Now let's review words ending in a nasal vowel plus n or m.

Read aloud. M pa konprann.

Sé madam-mouen.

Li pa kap jouenn.

Fo ou réponn.

Remember that any vowel immediately followed by n or m may be nasalized.

Read aloud.

kamyon konnen bonnèu ménen

proménen téléfònen kamyonèt

Dictation

	Key
1. _____	M ta vlé téléfònen.
2. _____	Ki koté lapòs yé?
3. _____	L ap monté ru du Pèup.
4. _____	Sa ou a fè isit?
5. _____	Bòs Alsé pa vlé voyé kab-la.

Read the dialogs of Units III and IV. Read sentence by sentence and compare with the native model which will follow. Repeat each sentence until you are able to read it accurately and fluently. Review Lessons 9 and 13 to be sure you know the meaning of each sentence.

Alsé: Konpè Toma, ba-m nouvèl-ou.

Toma: Sa pa pu mal, non!

Alsé: Ou déyò bonnou, oui!

Toma: Oui, monchè. M pralé kay komè Anita.

Alsé: Sa ki genyen?

Toma: Anyen, bòs Alsé. M pralé fè youn ti travay pou komè-a.

* * *

Alsé: Ki sa ou pòté anba bra-ou la?

Toma: Zouti-mouen.

Alsé: Ou pralé fè youn gro travay?

Toma: O, oui, monchè. É ou-mèm, koté ou pralé?

Alsé: M pralé lavil.

Toma: En ben, bonn kouraj, bòs.

Alsé: Mèsi, n a ouè.

Toma: Si Dyéu vlé.

Mr. Jones: É msyeu. Bonjou.

Passerby: Bonjou, msyeu. Sa m kap fè pou ou?

Mr. Jones: M ta vlé voyé youn kab o Zétazuni.

Passerby: An, ou ta vlé voyé youn kab o Zétazuni.

Mr. Jones: Oui, m ta vlé voyé kab-la kounyé-a.

Passerby: Buro kab-la nan ru dé Mirak.

Mr. Jones: Ki koté ru dé Mirak-la yé?

Passerby: Ou pran ru du Peùp-la tou drouat ...

Mr. Jones: Ru sa-a mèm?

Passerby: Oui, sé li-mèm. Lè ou jouenn ru dé Mirak, ou viré a drouat.

Mr. Jones: Oui, m viré a drouat ru dé Mirak ...

Passerby: Ou désann nèt jus ou rivé nan buro kab-la. Li maké "R.C.A. Communications". Li an fas Bank Kanada.

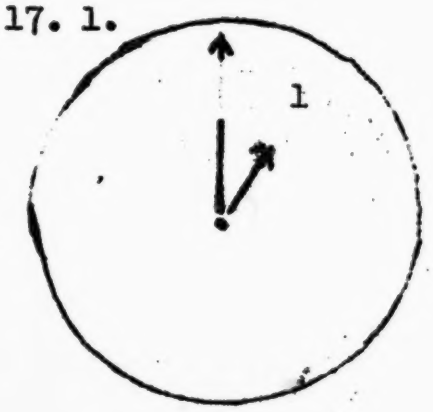
Mr. Jones: Buro-a a gòch ou a drouat?

Passerby: Li a drouat. Bank Kanada a gòch.

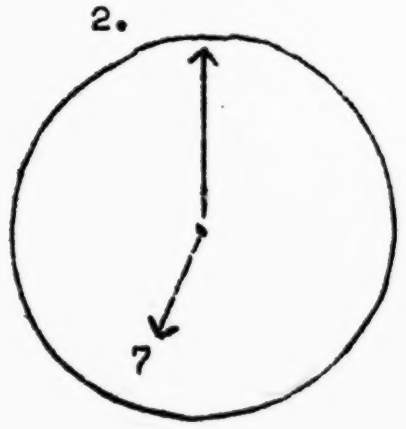
Mr. Jones: Bon, mèsi anpil.

Lesson 20 - COMPREHENSION PRACTICE

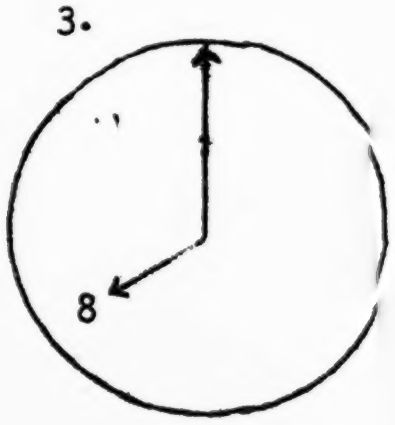
17. 1.



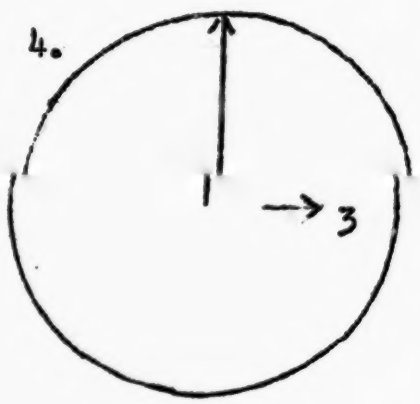
2.



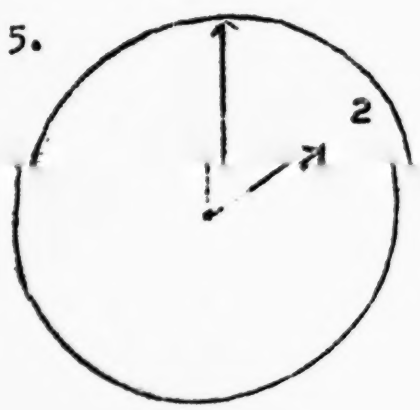
3.



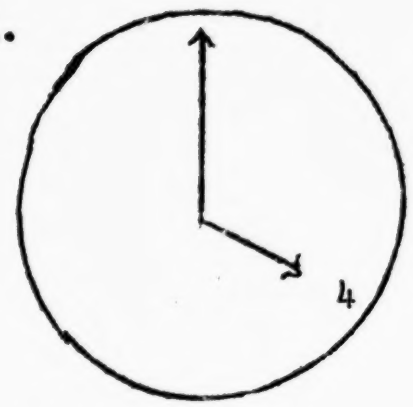
4.



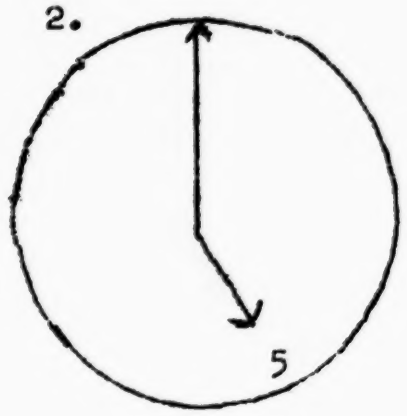
5.



18. 1.

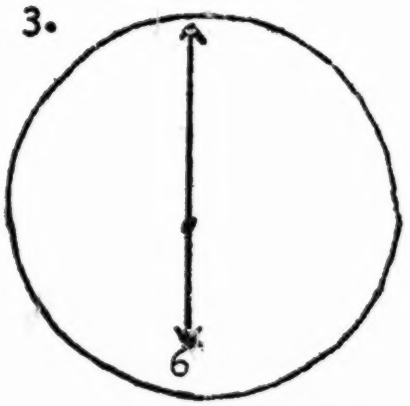


2.

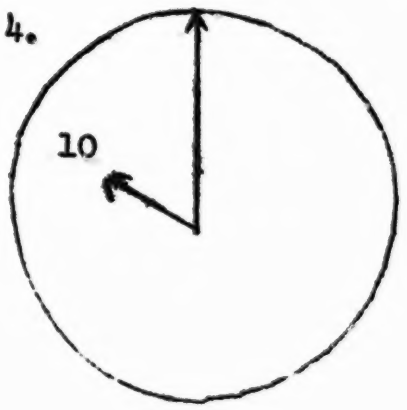


5.11

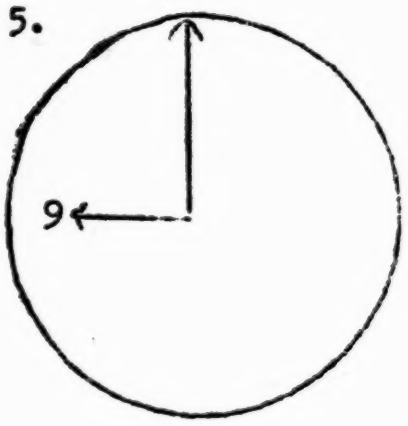
3.



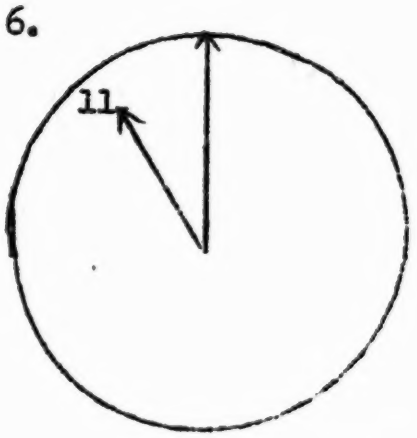
4.



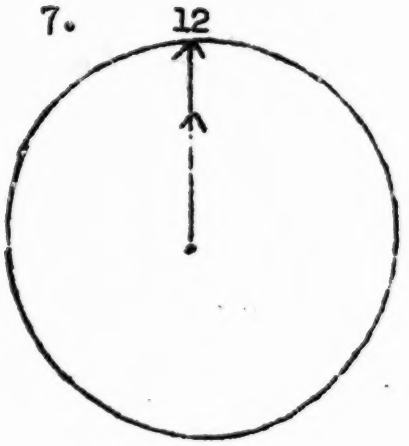
5.



6.



7.



38.

	Key
1. Msyeu Jones ta vlé alé Pòtoprens?	Non, li ta vlé alé Pétyonvil.
2. Sé fasil alé Pétyonvil?	Oui, sé fasil.
3. Ki koté l a jouenn kamyonèt?	L a jouenn kamyonèt lè li rivé sou Gran ru.
4. Kamyonèt-la ap fè lign Pétyonvil?	Oui, l ap fè lign Pétyonvil.

40. Comprehension Dialog

Mr. Jones: Bonjou, msyeu. Kouman, bank-la fèmen déja?

Passerby: Oui, msyeu. Li fèmen.

Mr. Jones: Ki lèu li fèmen?

Passerby: Li fèmen a un èu, msyeu.

Mr. Jones: Nan pouen lòt bank m kap alé kounyé-a?

Passerby: M régrèt-sa, pou lèu sa-a, tout bank fèmen.

Mr. Jones: Ki lèu li yé?

Passerby: Gadé nan lòlòj Bank Nasyonal-la. Li déja deuz èu.

Mr. Jones: O, O, deuz èu? Li ta kon sa?

Passerby: Ou a tounen démen.

Mr. Jones: A ki lèu bank-yo ouvri é a ki lèu yo fèmen?

Passerby: Yo ouvri a neùv èu du maten é yo fèmen a un èu d laprèmidi.

Mr. Jones: Bon, mèsi anpil, monchè. M a tounen démen maten.

* * *

Mr. Jones: Ki jan pou m fè pou m alé Pétyonvil?

Passerby: Sé fasil. Ou nan ru dé Mirak.

Mr. Jones: Oui?

Passerby: Monté ru dé Mirak. Lè ou rivé sou Gran ru, ou ap jouenn kamyonèt ki ap fè lign Pétyonvil.

Translation:

Mr. Jones: Hello, sir. How's that, the bank is already closed?

Passerby: Yes, sir. It's closed.

Mr. Jones: What time does it close?

Passerby: It closes at one o'clock, sir.

Mr. Jones: Isn't there any other bank I can go to now?

Passerby: I'm sorry about that; at this hour, all the banks are closed.

Mr. Jones: What time is it?

Passerby: Look at the clock at the National Bank. It's already two o'clock.

Mr. Jones: Oh, two o'clock? Is it that late?

Passerby: You should come back tomorrow.

Mr. Jones: What time do the banks open and close?

Passerby: They open at nine in the morning and they close at one in the afternoon.

Mr. Jones: Good, thank you very much, old man. I'll come back tomorrow morning. How can I get to Pétionville?

Passerby: It's easy. You're on rue des Miracles.

Mr. Jones: Yes?

Passerby: Go up rue des Miracles. When you get to Grande rue, you'll find a camionette which goes to Pétionville.

Unit V

Vocabulary

Bank Nasyonal	National Bank
blan	white
msyeu blan	Mr. Whiteman
d laprèmidi	in the afternoon
déja	already
démen, deumen	tomorrow
di, du	of the
eù, è	hour
un eù	one o'clock
deuz eù	two o'clock
trouaz eù	three o'clock
siz eù	six o'clock
neùv eù	nine o'clock
fèmen	to close
gadé	to look
isit la-mèm	right there
isit-mèm	right here
kamyonèt	camionette
kay Bata	House of Bata (a shoe store)
kouman	how's that?!, what?!
kon sa	as that
lign	trip, line
lòlòj	clock

(youn) lòt	(an)other
maché	walk
fè youn ti maché	take a few steps
magazen	store
mandé	to ask, to request
maten	morning
men (with gesture)	here, hand
men	but, however
midi	noon
o révoua, o reuvoua	goodbye
ouvri	to open
régrèt, reugrèt	to be sorry, to regret
pouen	no other at all
sèvis	favor, service
sigarèt	cigarette
sou	on
su, si	sure, certain
pou pi su	to make sure
téléfòn	telephone
téléfònen	to telephone, to make a call
télégraf	cable (telegraph) office
tou patou	anywhere, everywhere
tounen	to return
tout	all

HAITIAN CREOLE BASIC COURSE

Unit VI

Student Workbook

Lesson 21 - DIALOG

26. Review questions

1. Ki sa Makdonal bliyé?

_____

2. Li pa sou rout-la?

_____

3. Fo kontinué a gòch?

_____

4. Ki leù l ap jouenn Plézans?

_____

Key

1. Li bliyé rout-la.
2. Non, li sou rout-la.
3. Non, fo kontinué tou drouat.
4. Kou li fè koub-la, l ap jouenn Plézans.

51.

twenty (20) _____

thirty (30) _____

forty (40) _____

fifty (50) _____

sixty (60) _____

Key

twenty - ven

thirty - trant

forty - karant

fifty - senkant

sixty - souasant

58. Exercise for Part 3 of Dialog

Answer the following questions in the spaces provided.

1. Ki bò Makdonal sòti la-a?

_____

2. Ki bò Loui sòti la-a?

_____

3. O Kap louen ak Plézans?

_____

4. Konbé kilomèt kon sa?

_____

Key

1. Li sòti Pòtoprens.

2. Li sòti O Kap.

3. Li pa tro louen.

4. Senkant kilomèt.

1. Pétionville
   40 km.

2. Port-au-Prince
   10 km.

3. Cap-Haitien
   100 km.

4. Plaisance
   40 km.

59. Makdonal, sé youn jounalis améríken. Li an rout pou O Kap. Sé li-mèm ki sou volan youn oto keu li loué nan konpagni Avis, Pòtoprens. Li fini pasé Gonaiv, men li bliyé ki rout pou li fè pou li rivé O Kap. Li kontré ak youn lòt oto; l ap mandé chofè-a ransègnman. Li fè sign ak men-li pou chofè-a rété. Chofè-a rélé Loui.

Vocabulary:

jounalis	-	journalist	konpagni	-	company
sou volan	-	driving (at the steering wheel)	pasé	-	pass
oto	-	car, automobile	Gonaiv	-	Gonaïves
keu	-	which	chofè	-	driver
loué	-	rent	ransègnman	-	information
			sign	-	sign, signal

English Translation

60. Exercises

1. Kouman jounalis améríken-an rélé?

2. Ki sa Makdonal beuzouen?

3. Kouman chofè-a rélé?

4. Ki bò Makdonal pralé?

5. Ki bò Makdonal loué oto?

6. Ki sa Makdonal ta vlé fè nan réstoran?

7. Ki bò réstoran-an?

8. O Kap louen ak Plézans? Konbé kilomèt kon sa?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Key

1. Li rélé Makdonal.
2. Li beuzouen ransègnman.
3. Li rélé Loui.
4. Li pralé O Kap.
5. Li loué oto Pòtoprens nan konpagni Avis.
6. Li ta vlé manjé paskeu li grangou.
7. Li nan Plézans-mèm, tou pré lêgliz katolik-la.
8. Non, li pa tro louen. Sé senkant kilomèt.

Translation

1. What's her name?

---

2. What do they need?

---

3. What's happening to us?

---

4. I've forgotten the road to Cape Haitian.

---

5. You're on the road; continue straight ahead.

---

6. By the way, when does the restaurant close?

_____

7. You will find the place after forty kilometers.

_____

8. Have you eaten there before?

_____

9. We have good food here.

_____

10. You're welcome; have a good trip.

_____

Key

1. Kouman li rélé?
2. Ki sa yo beuzouen?
3. Ki sa ki ap rivé-nou?
4. M bliyé rout-la pou O Kap.
5. Ou sou rout-la; kontinué tou drouat.
6. A propo, ki leù réstoran-an fèmen?
7. Ou a jouenn koté-a aprè karant kilomèt.
8. Ou té manjé la déja?
9. Nou fè bon manjé isit.
10. Deu ryen; bon vouayaj.

Lesson 22 - GRAMMAR

A. Noun Markers - Definite Article

In Lesson 14 (Unit IV) we saw that the definite article occurs in two forms. La is the form of the definite article after nouns ending with a consonant; a the form after nouns ending with a vowel. We need to modify this statement somewhat. The definite article is -a after nouns ending with a non-nasal vowel but the nasal vowel -an after nouns ending with any of the nasal vowels --en, an, on. The definite article is -nan after nouns ending with a nasal consonant--m, n, gn.

Summary

Forms of the Definite Article

	Not Nasal	Nasal
After a vowel	-a	-an
After a consonant	-la	-nan

B. Plural of Nouns

In Creole, nouns take the plural only when plurality cannot be inferred from context. The plural thus does not occur when a numeral or modifier indicating plurality is present in the sentence. The plural marker is yo postposed to the noun or phrase.

d. Translation

1. He's bringing my letter.
2. They see a lot of stores.
3. You'll find the children here.
4. Where is the office?
5. He doesn't see the lady.

6. The telephone is across from you.

7. She doesn't know the man.

8. Where can I find the car?

Key

1. L ap pòté lèt-mouen.

2. Yo ouè anpil magazen.

3. Ou a jouenn ti moun-yo isit.

4. Ki koté buro-a yé?

5. Li pa ouè madam-nan.

6. Téléfòn-nan an fas-ou.

7. Li pa konnen msyeu-a.

8. Ki koté m kap jouenn vouatu-a?

C. Past Completive Particle

When a verb occurs in the <u>timeless</u> (simple) form, it may denote an action which took place in the past but which impinges on the present.

E.g. Li sòti. "He's gone out."

While the person under discussion may have gone out several days ago, the speaker views the action with reference to the present. We may infer from the use of the simple form that the person under discussion has gone out and has not yet returned. If we want to indicate that the person under discussion has gone out some time in the past and returned, that is, that the action or state of affairs is completely terminated, we use the past completive particle <u>té</u>.

In the dialog note that MacDonald asks Loui, "Ou té manjé la déja?" This implies that Loui has eaten at the restaurant some time in the past. If the two men met in the restaurant, as Loui was rising from the table after the meal, MacDonald might have said, "Ou manjé." In this instance, the action would have some reference to the present.

b. Translation

1. They're eating lobster.

2. They asked for information (trip over).

3. She ate in that restaurant (trip over).

4. He looked for a camionette (not succeeding, he started to walk and is still walking).

5. You'll see a small boy.

6. They took a little walk to the market. (They've returned.)

Key

1. Y ap manjé roma.

2. Yo té mandé ransègnman.

3. Li té manjé nan réstoran sa-a.

4. Li chèché youn kamyonèt.

5. Ou a ouè youn ti gason.

6. Yo té fè youn ti viré nan maché-a.

Summary
Verb Particles

Timeless	no particle	yo manjé	"they eat" "they've eaten" "they ate"
Past Completive	té	yo té manjé	"they ate"
Continuative	ap	y ap manjé	"they're eating" "they're going to eat"
	(pr + alé)	yo pralé	"they're going", etc.
Future	a	y a manjé	"they'll eat"
Conditional	ta	yo ta manjé	"they would eat"

Lesson 23 - PRONUNCIATION

A. Semivowels ou and u

The semivowel ou (/w/) is a sound similar to the first sound of English woo. Creole /w/ often occurs between a consonant and a vowel. In that position you may tend to give it too much length and produce the full vowel ou instead.

Identification Test 1

Identify the member of each pair which contains the semivowel ou. Check each pair with the key. If you make the correct identification repeat the word containing the semivowel ou which will be given by the voice on the recording. Do this exercise until your score is perfect.

	Key	
1.	2	poua
2.	1	foua
3.	2	louen
4.	2	mouen
5.	1	pouason
6.	2	beuzouen

Read the following items aloud. Be sure to produce /w/, here represented by ou, in one syllable.

pouen oui troua loué pouason

ou ap ouè n ap joué souasant troua foua

sa ou ap bouè asouè-a

When it occurs before the vowels o, ò, on, and ou, (vowels produced with the lips rounded) the consonant r sounds almost like /w/.

Read the following items aloud.

ront rout rò̀b buro roma sitron

youn bèl rò̀b rouj.

Li rélé Robè.

Ki koté m kap jouenn buro-a?

Dictation

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Key

1. Li louen.
2. Ou a jouenn-li.
3. Sa sé jouèt-mouen.
4. N a ouè-nou asouè-a.
5. Li genyen youn bèl rò̀b rouj.

When it occurs before another vowel, the vowel u is a semivowel; that is, it is pronounced as a single vowel with the following vowel. The occurrence of u as a semivowel is rare and need not be practiced.

B. The Sound /y/

The consonant /y/ is nearly identical to the first sound of English you. When /y/ occurs between a consonant and vowel, it forms a single sýllable with the vowel that follows.

Identification Test 2

Identify the word which contains the semivowel /y/. Check each pair with the key. If you make the correct identification repeat the word containing the semivowel /y/ which will be given by the voice on the recording. Do this exercise until your score is perfect.

	Key	
1.	2	pyé
2.	2	Dyé
3.	2	byen
4.	1	byento
5.	2	vyé moun

Read the following items aloud.

you	yanm	youn	byen	msyeu	Dyeu
kay	bay	fiy	voyé	bliyé	yo yé
aisyen	téyat	dènyé	vouayaj	bagay	fanmiy
rélijyeu	réparasyon		Pétyonvil		réunyon

Yo genyen youn fiy.

Genyen kamyonèt an fas Bank Nasyonal.

Yo voyé anpil bagay asouè-a.

Msyeu bliyé li ta vlé alé Pétyonvil.

Dictation

1._____.

2._____.

3._____.

4._____.

6.12

Key

1. Yo genyen youn fiy.

2. Sé youn aisyen.

3. Ou ouè Bank Nasyonal.

4. Li voyé fanmiy-li anpil bagay.

The Consonant gn

The consonant gn is produced by pronouncing simultaneously y and n.

Identification Test 3

Identify the word which contains gn. Check each pair with the key. If you make the correct identification repeat the word containing the consonant gn which will be given by the voice on the recording. Do this exercise until your score is perfect.

	Key	
1.	2	lign
2.	1	sign
3.	2	pègn

Dictation

1._____.

2._____.

3._____.

4._____.

Key

1. Li fè lign Pétyonvil.

2. Mouen ouè troua kamyonèt.

3. Konpagni-a li nan ru Koub.

4. Yo ba-yo ransègnman.

D. The Consonant j

The consonant j is produced like the first sound in the English word job, but without any d sound.

Identification Test 4

Identify the word which contains the consonant j. Check each pair with the key. If you make the correct identification, repeat the word containing the consonant j which will be given by the voice on the recording. Do this exercise until your score is perfect.

	Key	
1.	2	ja
2.	1	jou
3.	2	paj
4.	2	bagaj
5.	2	Tijo

Read the following items aloud.

janb jouk manjé jodi-a jouenn-yo dégajé oblijé

Ki jan pou m voyé pakèt sa-a?

Sé youn jounalis aisyen.

Yo kap dégajé-yo byen.

Dictation

1._____.

2._____.

3._____.

4._____.

Key

1. Yo manjé senk béréjenn.

2. Nou té travay tout la jounen.

3. Yo pa kap jouenn msyeu jodi-a.

4. Ki jan Tijo dégajé-li?

You should now be able to read the dialogs of Units V and VI fluently. Read each dialog sentence by sentence and compare with the native model which will follow. Repeat each sentence until you are able to read it accurately and fluently. Should you have any difficulty in understanding any word or phrase, review Lessons 17 and 21.

Mr. Jones: É msyeu. Bonjou. M ta vlé téléfònen. Ki koté m kap téléfònen isit?

Passerby: En ben, msyeu blan, ou kap téléfònen tou patou.

Mr. Jones: M pa konprann-ou, monchè.

Passerby: Ou kap téléfònen nan tout magazen-yo. Isit-mèm, kay Bata-a, ou kap téléfònen. Men pou pi su, si ou vlé fè youn ti maché, ou a téléfònen nan télégraf-la.

Mr. Jones: Ki koté télégraf-la yé?

Passerby: Li an fas-ou. Ou ouè pi gro kay? Bon, sé télégraf-la.

Mr. Jones: Ou su m kap téléfònen la vré?

Passerby: Oui, msyeu blan, ou kap jouenn téléfòn nan télégraf-la.

Mr. Jones: Bon, m ap mandé-ou youn lòt sèvis. Ki koté m kap jouenn kamyonèt pou m alé Pétyonvil?

Passerby: Isit la-mèm, sé nan ru dé Mirak, kamyonèt-yo monté.

Mr. Jones: Koté ru dé Mirak-la yé?

Passerby: Dévan-ou la. Lè ou sou koté galri Bata, ou nan ru dé Mirak; lè ou dévan-li, ou nan Gran ru. Sé la tout kamyonèt-yo viré.

Mr. Jones: M ouè. Mèsi anpil, monchè. Men, pou pran sigarèt-ou.

Passerby: Mèsi anpil. O révoua.

- - - - - - - - - - -

Makdonal: Hé stop!

Loui: Bonjou. Ki sa ou beuzouen?

Makdonal: Monchè, m rélé Makdonal. É ou, kouman ou rélé?

Loui: M rélé Loui, m byen kontan fè konésans-ou. Ki sa ki rivé-ou?

Makdonal: Anyen, monchè. M pralé O Kap, m bliyé rout-la.

Loui: A, bon, m konprann. Ou sou rout-la. Kontinué tou drouat. Kou ou fè koub-la, ou ap jouenn Plézans.

Makdonal: A propo, ki bò m a jouenn youn koté pou mouen manjé, paskeu mouen grangou?

Loui: Ou a jouenn youn réstoran nan Plézans-mèm tou pré légliz katolik-la.

Makdonal: Ou té manjé la déja?

Loui: Oui, m té manjé la déja. Yo fè bon manjé.

Makdonal: Ki bò ou sòti la-a?

Loui: M sòti O Kap.

Makdonal: O Kap louen ak isit?

Loui: Li pa tro louen.

Makdonal: Konbé kilomèt kon sa?

Loui: Kité m ouè. Aprè Plézans, sé senkant kilomèt ki rété pou rivé O Kap.

Makdonal: Mèsi anpil, Loui monchè.

Loui: Deu ryen, monchè Makdonal; bon vouayaj.

Lesson 24 - COMPREHENSION PRACTICE

10. Kouman ki fè ou konn palé kréòl ou pa konn palé fransé?

How is it (literally, how does it make) that you know how to speak Creole (but) you don't know how to speak French?

		Key
21. roma	_____	lobster
beùf	_____	beef
pouason	_____	fish
poul	_____	chicken
vyann beùf	_____	beef (meat)

		Key
30. poua	_____	beans
duri	_____	rice
poua kongo	_____	Congo beans
vyann	_____	vyann
patat	_____	sweet potato
mai moulen	_____	corn grits
poua ak duri	_____	beans and rice
pòm dèù tè	_____	potatoes
pouason	_____	fish
mai	_____	corn
poua rouj	_____	red beans
roma	_____	lobster

39. lèt _____ milk

dlo _____ water

pouason _____ fish

poua _____ beans or peas

duven _____ wine

duri _____ rice

pòm dèu tè _____ potatoes

byè _____ beer

50. $ .90

Narration

Read the following narration and answer the written questions that follow.

Makdonal sé youn jounalis améríken. Li sòti Pòto-prens. Li pralé O Kap. Anvan li rivé Plézans li kontré youn moun ki di-li ki bò li kap jouenn youn bon réstoran. Réstoran-an sé nan Plézans-mèm li yé tou pré légliz katolik-la. Lèu Makdonal jouenn réstoran-an, li kontré mèt réstoran-an. Mèt réstoran-an rélé Pédro. Li sézi lèu li tandé Makdonal palè kréòl. Pa genyen anpil blan ki konn palé kréòl; yo palé fransé ou anglé. Makdonal aprann palé kréòl anvan li vini an Aiti. Makdonal grangou. Li mandé sa ki genyen pou li manjé. Pédro réponn keu genyen anpil bagay pou li manjé: poul, pouason, vyann, beùf, roma. Makdonal mandé roma ak duri. Li ta vlé bouè duven ak dlo byen fré. Lèu li fini manjé, Makdonal mandé nòt-la. Li kontan anpil lèu li ouè keu sé sèulman kat goud é dmi pou li péyé. Li ba Anaiz, madam ki té sèvi-li, youn bon pouboua, é pi l alé. Li ta vlé rivé O Kap jodi-a bonnèu.

"surprised"
"hear"
"answer"
"thing"
"that"
"only"
"pay"
"today"

Questions

1. Ki travay msyeu Makdonal ap fè?

2. Sé fransé li yé?

3. Ki bò li pralé ?

4. Ki bò li jouenn youn bon réstoran?

5. Ki lang Makdonal palé?

6. Pou ki sa Pédro sézi?

7. Genyen anpil blan ki palé kréòl?

8. Ki bò Makdonal aprann palé kréòl?

9. Sa Makdonal vlé manjé?

10. Genyen roma kay Pédro?

11. Sa Makdonal bouè?

12. Konbé pou li péyé pou tout manjé sa-a?

13. Makdonal di keu sé chè?

Key

1. Li jounalis.

2. Non, li sé améríken.

3. Li pralé O Kap.

4. Li jouenn youn bon réstoran nan Plézans.

5. Li palé kréòl.

6. Paskeu Makdonal konn palé kréòl.

7. Non, pa genyen anpil.

8. Li aprann kréòl o Zétazuni.

9. Li vlé manjé roma ak duri.

10. Oui, genyen roma.

11. Li bouè duven ak dlo byen fré.

12. Sé kat goud é dmi pou li péyé.

13. Non, li di keu sé pa chè.

Translation into English

1. Li kontré youn moun ki di-li ki bò li kap jouenn youn bon réstoran.

2. Mèt réstoran-an sézi leù li tandé Makdonal palé kréòl.

3. Pa genyen anpil blan ki konn palé kréòl.

4. Li ta vlé bouè duven ak dlo byen fré.

5. Li ba Anaiz, madam ki té sèvi-li, youn bon pouboua.

Key

1. He meets someone who tells him where he can find a good restaurant.

2. The owner of the restaurant is surprised when he hears MacDonald speak Creole.

3. There aren't many white (people) who know how to speak Creole.

4. He would like to drink wine and nice, cold water.

5. He gives Anaiz, the lady who served him, a good tip.

Vocabulary

Unit VI

aisyen	Haitian
Aiti	Haiti
améríken	American
anglé	English
antré	to enter, to come in
anvan	before
aprann	to learn
avè	with
bagay	thing
bèuf	beef
beuzouen	to need
bliyé	to forget
bò	direction
ki bò	where
bouè	to drink
byè	beer
byen (before an adjective)	very
chè	expensive
chofèu	driver
déja	already, ever
deu ryen	you're welcome (literally, it's nothing)
dlo	water
dmi	half

duven	wine
duri	rice
Entrez, je vous en prie.	(French) Please come in.
fè bon manjé	to cook well, to have good food, to make good food.
fè konésans	to meet (literally, to make the acquaintance of)
fè koub	to take a curve
fransé	French
fré	fresh, cold
goud	gourde (unit of money worth $.20)
grangou	hungry
hé	hey
jodi-a	today
jounalis	journalist
karant	forty (40)
katolik	Catholic
keu	that, which
ki (before a noun)	which
kilomèt	kilometer
kité	to let, to allow, to leave (depart)
koka-kola	coca-cola
kom	like, as
konbé	how much, how many
konésans	acquaintance
konn	to know (short form of konnen)

konnen	to know
konpagni	company
kontan	happy
kontinué	to continue
kou	when
koub	curve
kouman ki fè	how is it, how can it be
kréòl	Creole
lang	language
légliz	church
lèt	milk
loué	to rent
louen	far
mai	corn
mai moulen	corn grits
Makdonal	MacDonald
manjé	to eat
men oui	yes, of course; but yes
mèt	owner, manager
moulen	mill
nòt	check, bill
O Kap	Cape Haitian, Cap-Haitien (French)
oto	car, automobile
palé	to speak

pasé	to pass
paskeu	because
patat	sweet potato
Pédro	Peter
péyé	to pay
Plézans	Plaisance
pòm déu tè	potato
poua	beans, peas
poua ak duri	rice and beans
poua kongo	Congo beans
poua rouj	red beans
pouason	fish
pouboua	tip
poul	chicken
pré	near
Que désirez-vous?	(French) What would you like?
ransègnman	information
réponn	to reply, to answer
réstoran	restaurant
rété	to remain
rivé	to happen
roma	lobster
ryen	nothing
senkant	fifty (50)

seùlman	only
sèvi	to serve
sézi	to be surprised
séyé	to try
souasant	sixty (60)
souplé	please
stop	stop
tandé	to hear
tou	(before an adjective) quite
tou pré	quite near
trant	thirty (30)
ven	twenty (20)
vini	to come
sou volan	driving (at the steering wheel)
vouayaj	trip, voyage
bon vouayaj	Have a good trip.
vyann	meat
vyann beùf	beef meat

Broken line indicates Mr. MacDonald's itinerary.

HAITI

GLOSSARY

A

a	to, at, about, in; (as exclamation) see an; (before a verb - a marker to indicate action or state is in future)
-a	(after noun) the
aisyen	Haitian
Aiti	Haiti
ak	with
alé	to go
alò	then, well then
Alsé	Alsé
améríken	American
an	ah, oh
anba	under, below
anbasad anbasad amérikenn	embassy American embassy
anglé	English
Anita	Anita
anpil	a lot
antré	to enter, to come in
anvan	before
anyen	nothing
ap	(before verb - a marker to indicate action or state is going on at the present time)
aprann	to learn

aprè	after
aprèmidi	afternoon
d laprèmidi	in the afternoon
avè	with

B

ba	to give
Ba-m nouvèl-ou.	What is new with you? How are you?
babay	goodbye
bagay	thing
bank	bank
Bank Kanada	Bank of Canada
Bank Nasyonal	National Bank
ben	well
beùf	beef
beuzouen	to need
bézouen	see beuzouen
biro	see buro
blan	white
bliyé	forget
bò	direction
bon	well, good
bonjou	hello; How do you do?
bonneù	early
bòs	chief, head, boss
bouè	to drink

boulva Ari Troumann	Harry Truman Boulevard
bra	arm
buro	office
buro kab	cable (telegraph office)
byè	beer
byen	(before adjective) very

C

Chal	Charles
chè	expensive
chèché	to get, to look for
chita	to sit
chofè	see chofeù
chofeù	driver

D

dé	see deu
déja	already
démen	deumen
désann	to go down
dévan	see deuvan
deu	two
deumen	tomorrow
deuvan	before, in front of
déyò	outside

di	to say, to tell; see also du
diri	see duri
diven	see duven
dlo	water
dmi	half
drouat	right
tou drouat	straight ahead
du	of the
duri	rice
duven	wine
Dyé	see Dyeu
Dyeu	God

E

é	and
en ben	well, then, well then
Enstiti Fransé	see Enstitu Fransé
Enstitu Fransé	French Institute, Institut Français (French)
Entrez je vous en prie.	(French) Please come in.
Etazini	see Etazuni
Etazuni o Zétazuni	United States to the United States
eù un eù deuz eù trouaz eù katr eù siz eù nèuv eù	hour one o'clock two o'clock three o'clock four o'clock six o'clock nine o'clock

F

fas	face
an fas	facing, across the street (from)
fasil	easy
fè	to make, to do;
fè bon manjé	to cook well, to have good food, to make good food
fè konésans	to meet (make the acquaintance of)
fè koub	to take a curve
fè youn ti maché	to take a few steps
fè youn viré	to take a walk
kouman ki fè	how is it, how can it be
fèmen	to close
fin	see fini
fini	to have just, to finish
fo	it is necessary, must, to have to
fransé	French
fré	fresh, cold

G

Gabi	Gabi
gadé	to pay attention; to look
gason	boy
genyen	to have, there is
Sa ki genyen?	What's the matter? (literally, What do you have?)
goud	gourde (unit of money worth $.20)
grandi	to grow
grangou	hungry

gras	grace
Gras a Dyeu	Thank God
Gras a Dyeu é pu lé Sen	Thanks to God and the Saints
gro	big

H

hé	hey

I

idantité	identification, identity
isit	here
isit la-mèm	right there
isit-mèm	right here

J

jan	manner, way
jodi-a	today
jouenn	to reach, to find
jounalis	journalist
jis	see jus
jus	until

K

kab	cable (telegram)
kamyonèt	camionette
kap	can, to be able
karant	forty (40)

kat	four; card
kat didantité	identification card
katédral	cathedral
katolik	Catholic
kay	house, at the home of, to the home of
kay Bata	House of Bata (shoe store)
kazino	Casino International
ké	see keu
kèk	some, a few
kenbé	to get along; to take care
keu	that, which
ki	who, what;(before a noun)which
ki bò	where
ki jan	how
Ki jan ou rélé?	What's your name? (Lit., how are you named?)
ki koté	where
ki lè	when
ki moun	who
ki sa	what
kilomèt	kilometer
kité	to let, to allow, to leave (depart)
koka-kola	coca-cola
kom	as, like
komè	sister, friend (feminine)
komè-a	the lady, her
kon	like, as
kon sa	so-so; as that
konbé	how much, how many
konésans	acquaintance

konn — see konnen

konnen — to know

konpagni — company

konpè — brother, friend (masculine)

konprann — to understand

kontan — happy

kontinié — see kontinué

kontinué — to continue

kontré — to meet, to encounter
    kontré ak — to meet (with) someone

koté — place; (introducing a question) see also ki koté

kou — when

koub — curve

kouman — how; What?, How's that?
    kouman ki fè — see fè
    Kouman ou yé? — How are you?

kounyé-a — now

kouraj — courage
    bonn kouraj — keep your chin up

kouté — to listen

kréòl — Creole

L

l — see li

la — there
    M la. — I'm all right.

-la	(used after a noun) the
lakomin	city hall
lanbasad	see anbasad
lang	language
lapòs	post office
laprèmidi	see aprèmidi
lavil	town, downtown
lé	the; see Sen
lèu	when
légliz	church
lèt	letter; milk
li, l	he, she, it, him, her, his, hers, its
lign	line, trip
lòlòj	clock
(youn) lòt	(an)other
loué	to rent
louen	far

M

m	see mouen
machè	dear
maché	market; a few steps; to walk
madam	wife, lady
magazen	store

mai mai moulen	corn corn grits
Makdonal	MacDonald
maké	to mark
mal pa pu mal	bad not bad at all
maman	mother
mandé	to ask, to request
manjé	to eat
mari	husband
Mari	Mary
maten	morning
mèm	same; even, yet; (as intensive marker) very
-mèm (li-mèm	-self himself, herself, itself)
men	here; hand; but, however
ménen	to lead, to take
mèsi	thanks
mèt	owner, manager
midi	noon
monchè	old man, my friend
monté	to go up
montré	to show
mouen	I, me, my
moulen	mill

moun	people, person
ti moun	child
msyé	see msyeu
msyeu	sir, Mr.
msyeu blan	Mr. Whiteman
E msyeu.	Excuse me, sir.

N

n	see nou
nan	in, to, toward, in the direction of, on
nèt	straight, clear
ni	not
ni...ni	neither...nor
non	no; (emphasis marker, when occurring at the end of a statement)
nòt	check, bill
nou, n	we, us, ours
nouvèl	news; new

O

O	Ah, Oh
O Kap	Cape Haitian, Cap-Haïtien (French)
oto	automobile, car
ou	you, yours
ouè	to see, to view, to observe
N a ouè.	We'll see each other.
oui	yes; (emphasis marker when used at the end of a statement);
men oui	but yes; yes, of course
ouvri	to open

pa	not
palé	to speak
papa	father
pasé	to pass
paskeu	because
patat	sweet potato
patou tou patou	everywhere anywhere at all
Pédro	Peter
Pétyonvil	market in Port-au-Prince, Pétionville (French)
péyé	to pay
pi	see pu
pi ta	see ta
pitit	little (one)
Plézans	Plaisance (French)
pòm dé tè	see pom deu té
pòm deu té	potato
pòté	to carry, to bring
Pòtoprens	Port-au-Prince
pou	to, in order to; for, in order for
poua poua ak duri poua kongo poua rouj	beans, peas rice and beans Congo beans red beans
pouason	fish
pouboua	tip

pouen	no other at all
poul	chicken
pralé	to be going
pran	to get, to take
pré	near
pu	more

Q

Que désirez-vous?	(French) What would you like?

R

ransègnman	information
régrèt	see reugrèt
rélé	to call, to be called, to be named
réponn	to reply, to answer
répròch	see reupròch
réstoran	restaurant
rété	to stop; to remain
rétounen	see reutounen
révoua	see reuvoua (o reuvoua)
reugrèt	to be sorry
reupròch	reproach
reutounen	to return, to come back
reuvoua (o reuvoua)	goodbye
ri	see ru

rivé	to go, to arrive; to happen
ap rivé	to be on one's way
roma	lobster
rout	way, road
an rout	on the way
ru	street
ru Bon Foua	Rue Bonne Foi(French) Good Faith Street
ru dé Mirak	Rue des Miracles(French) Miracles Street
ru deu la Révolusyon	Rue de la Revolution (French), Revolution Street
ru du Magazen deu Léta	Rue du Magasin de l'Etat (French), State Store Street
ru du Peùp	Rue du People (French), People's Street
ryen	nothing
deu ryen	you're welcome (lit., it's nothing)

S

sa	this, that; (as shortened form of ki sa) see ki sa; things,
Sa pa pu mal.	Things aren't bad at all.
san	without
san reupròch	"if you don't mind my saying so" (lit., without reproach)
sanblé	to resemble, to look like
sé	it is, is it
Sen	Saints
lé Sen	the Saints
senk	five
senkant	fifty (50)

sèulman	only
sèvi	to serve
sèvis	favor, service
séyé	to try
sézi	to (be) surprise(d)
si si Dyeu vlé	if; see also su; God willing
sigarèt	cigarette
sis	six (6)
sòti	to go out
sou	on
souasant	sixty (60)
souplé	please
stop	to stop
su pou pu su	sure, certain to make sure

T

ta pu ta	late later; (before verb - marker to indicate state or action is conditional)
tandé	to hear
tann	to wait
té	(before verb - marker to indicate state or action is in the past)
téléfòn	telephone

téléfònen	to telephone, to make a call
télégraf	cable (telegraph) office
ti	(used before a noun) little
Tijo	Little Joe
Toma	Thomas, Tom
tou tou pré	also, too; (before adjective) quite quite near
toujou	still, yet; always
tounen	to return
tousuit	immediately, right away
tout	all
trant	thirty (30)
travay	work, job; to work
tro	too; too much
troua	three (3)

V

ven	twenty (20)
vin	see vini
vini	to come
viré	to turn; turn, spin
vit	fast
vlé	to want, to wish
sou volan	driving (at the wheel)
vouati	see vouatu
vouatu	vehicle, car

vouayaj
bon vouayaj

voyé

vyann
vyann beuf

y

yé

yo, y

youn

Zétazini, Zétazuni

zouti

trip
have a good trip

to send

meat
beef meat

Y

see yo

be

they, them, theirs

one, a

see Etazuni

tool